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ABSTRACT

This annotated bibliography of ERIC materials is intended as an aid for those involved in designing, planning, and implementing multicultural and bilingual education at all levels. Materials cited appeared in ERIC between 1976 and April 1981. Because of the many similarities of national experiences in multicultural and bilingual education, abstracts of documents about Canadian education have been included. ERIC documents and journal articles are cited. The listing is organized by topics including the following: philosophy, rationale, and definitions; preservice and inservice teacher education; multicultural education project descriptions; research projects; evaluation projects; classroom applications and materials; global education; evaluation of print and nonprint materials; desegregation/integration; women; specific ethnic groups; and bibliographies. (Author/RM)

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ERIC BIBLIOGRAPHY OF MULTICULTURAL AND BILINGUAL EDUCATION 1976 - April 1981

Mary Hurlbut Cordier

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SO 013 600

MULTICULTURAL EDUCATION

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INTRODUCTION

Throughout the United States there is a growing awareness that our's is a multicultural society. The "melting pot" ideal is being replaced through understanding of our varied ethnic, racial and family heritages, all of which underline the multiculturalism of the United States. It is toward this understanding that this bibliography has been organized as an aid for those involved in defining, planning, and implementing multicultural and bilingual education from preschool to inservice education for teachers and other adults.

The Table of Contents should aid the reader in locating specific document abstracts concerning specific aspects of multicultural or bilingual education. The ERIC descriptors were used in part for the organization of the bibliography. However, the reader must be aware of the interrelationships among the categories. For example, in order to find the abstracts concerning multicultural education in elementary education, one should start with Classroom Applications: Elementary, but should also scan Project Descriptions, Research and Evaluation. Preservice and Inservice Teacher Education would add further dimensions to the search.

Although many valid multicultural and bilingual projects were instituted prior to 1976, the bulk of the ERIC documents fall after that date. Hence, this bibliography covers 1976 through April 1981. Because of the many similarities of national experiences in multicultural and bilingual education, abstracts of documents about Canadian education have been included.

Special thanks are due to Patricia Fravel VanderMeer, Librarian, and Fonda Turner, Secretary, both of the Educational Resources Center, College of Education, Western Michigan University, for their aid. Thanks also to Dr. A. L. Sebaly, Director of Special Projects, College of Education for his support of this project.

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Kalamazoo, MI 1981

PART I MULTICULTURAL EDUCATION

I. Philosophy, Rationale, and Definition

ED174738 UD019685
Demystifying the Concept of Culture: Theoretical and Conceptual Tools, Monograph I.
Arvizu, Steven F.; And Others
California State Univ., Sacramento. Cross-Cultural Resource Center.
May 1978 50p.; For related documents see UD 019 683-688
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIEDEC79
This monograph describes some concepts and methods developed in anthropology which may help parents, teachers, and other educators clarify their own cultural perspectives. Emphasis is placed on the role that these concepts and methods can play in helping educators, particularly bilingual teachers, deal more effectively with culture based educational problems. Specific topics addressed ethnocentrism; (3) ideal culture and real culture; (4) explicit culture and implicit definitions of culture and its personal nature; (2) cultural relativity and ethnocentrism; (3) cultural insider and cultural outsider; and (6) views of culture as culture; (5) cultural insider and cultural outsider; and (6) views of culture as fixed and changing. Taken into consideration is the role of the teacher as a cultural transmitter. The effectiveness of using the cross cultural perspective of anthropology with students and in training programs for administrators and teachers is also discussed. (EB)

EJ168646 SO505859
Cultural Literacy in Developed Countries
Bowers, C. A.
Prospects: Quarterly Review of Education, 7, 3, 323-35 1977
Language: ENGLISH
The author describes (1) how public education transmits the cultural values that make up the technological world view, (2) how the school socialization process transmits social reality in a way that obscures underlying assumptions of the cultural belief system, and (3) how to alter the socialization process to transmit culture at a more explicit level of awareness. (Author/AV)

ED115618 SP009687
Beyond the Melting Pot to Cultural Pluralism.
Carpenter, John A.; Torney, Judith V.
.7193. 24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAPR76
Assimilation of immigrants into the dominant culture of America helped to solidify a people, but at the same time the stimulation and opportunities for growth and change coming from a mixture of different people with different skills, values, and approaches to life were lost. Immigrants, particularly those from Eastern Europe, have been disparaged by ethnocentric writers. Children whose backgrounds are disparaged or ignored in public schools will feel badly about themselves, and children who have not been taught to appreciate and understand other peoples and cultures will grow up to be less adaptive and flexible adults. Early childhood may be the most promising time to teach children about other cultures, both domestic and international. Learning a second language can be particularly helpful in fostering cross-cultural appreciation. Teachers themselves should have multicultural training so that they can sensitively and comprehensively offer an instructional program that encourages appropriate attitudes as well as teaches facts. (CD)

EJ199502 EA511191
The Societal Curriculum and the School Curriculum: Allies or Antagonists?
Cortes, Carlos E.
Educational Leadership, v36 n7 p475-79 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); TEACHING GUIDE (052)
The societal curriculum is that learned from family, peer groups, neighborhoods, mass media, and other socializing forces. Ways are suggested to use the societal curriculum in the classroom to increase critical awareness and analytical ability. (Author/MLF)

ED147254 SO010551
Philosophy of Education in Cultural Perspective. Essays Commemorating the Twenty-Fifth Anniversary Celebration of the Far Western Philosophy of Education Society.
Jelinek, James John, Ed.
Far Western Philosophy of Education Society.
1977 555p.; Pages 17 and 18 of the original document are copyrighted and therefore not available. They are not included in the pagination
Available from: Far Western Philosophy of Education Society, c/o Dr. James John Jelinek, Room 412, Hiram Bradford Farmer Education Building, College of Education, Arizona State University, Tempe, Arizona 85281 ($15.00, paper cover)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAPR78
The manuscript contains 48 essays commemorating the 25th anniversary of the Far Western Philosophy of Education Society. Topics included are cultural awareness; the teaching of values; philosophy and teacher education; humanistic education; existentialism and education; the nature of man; and the educational philosophies of Abraham J. Heschel, Celestin Freinet, John Dewey, Friedrich Nietzsche, Merleau-Ponty, and John Elof Boodin. Additional papers explore such areas as competency-based education, philosophy of the contemporary counter-culture and education, educational innovation, the setting of school and community goals, educational legislation, and instructional supervision. Two appendices list current officers of the Society and the history of previous annual meetings and officers. (JK)

ED159273 UD018562
Increasing Ethnic Sensitivity: Why and How.
Schwartz, Lita L.; Isser, Natalie
20 Jun 1978 11p.; Paper presented at the Congress on Education (1st, Toronto, Canada, June 17-21, 1978); Not available in hard copy due to reproduction quality of the original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: Canada/ Ontario
Journal Announcement: RIEJAN79
The "legal biculturalism" of Canada and the actual multiculturalism of Canada, the United States, and other countries require that we promote in our schools a positive and realistic view of a variety of ethnic cultures. This goal can be met through teacher education, integration of multicultural concepts into the curriculum in appropriate contexts, and the development of improved curriculum materials. Multicultural studies must begin in the primary grades, as research indicates that children's attitudes toward other nations and peoples tend to stabilize by early adolescence. These studies can be combined with mastery of the basic skills, for if the child cannot read and comprehend his assignments, or express her feelings clearly in speaking and writing, the multicultural activities will be less effective. With mastery of basic skills, with unbiased and broad-based texts, and with greater understanding of the values of cultural diversity, the child and the teacher will be able to view more critically and thoughtfully those issues, events, behaviors and beliefs that make up Canada today. (Author/KR)

EJ169671 CS714352
What Is Multicultural Education?
Whitton, David J.
English In Australia, 40, 35-41 1977
Language: ENGLISH
Presents practical issues and possible objectives in classroom strategy having a multicultural approach. (RL)

II. Preservice and Inservice Teacher Education

A. Preservice Education

EJ210333 UD507389

Integrating Multiculturalism into a Teacher Training Program.

Bowen, Ella M.; Salsman, Frederick L.

Journal of Negro Education, v48 n3 p390-95 Sum 1979

Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

In 1977, Michigan's State legislature mandated and provided funding for the University of Michigan School of Education to equip prospective teachers with a multicultural philosophy of education. This article describes the resulting seminar and practicum and the positive findings of a postpracticum evaluation of teacher attitudes toward ethnic groups. (GC)

ED186421 SP016056

Multicultural Teacher Education: Case Studies of Thirteen Programs. Volume II.

Gollnick, Donna M.; And Others

American Association of Colleges for Teacher Education, Washington, D.C.

1980 201p.; For related documents see SP 015 085, and SP 016 057-058.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-R-78-0015

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIESEP80

This document is a collection of case studies based on data gathered from site visits to thirteen institutions that varied in size, geographic region, and ethnic and racial composition. The collection presents alternative strategies for implementing multicultural teacher education programs. Information regarding the application of multicultural educational strategies to secondary and elementary teacher education programs, graduate education programs, language instruction programs, American Indian and bilingual education programs is presented. (Authors/LH)

EJ221764 EC122616

Preparation for Teaching the Multicultural Exceptional Child. Trends and Concerns.

Gonzales, Eloy

Teacher Education and Special Education, v2 n4 p12-18 Sum 1979

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Areas of concern critical to meeting needs of the multicultural exceptional child are: familiarity with child's language, familiarity with culture, university training programs, community training activities, parental involvement, multicultural educational materials, more research, and a national coordinating center to avoid duplication of efforts in materials, curriculum, and research. (DLS)

ED179630 UD019943

Preservice Teachers' Self-Concept from the Campus thru Early Field Experiences in Multicultural Settings.

Harty, Harold; Smith, Bonnie

.7196. 16p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 019 944

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Indiana

Journal Announcement: RIEAPR80

In this study, twenty prospective teachers enrolled in an education methods course were studied to see what would happen to their self concept when they were thrust into the "real world of kids" with its associated teaching/learning problems. Two groups of ten students each were studied. One was used as a control and the other was used as an experimental group. Background research, specific methodology, and results of students on the Revised Janis-Field Feelings of Inadequacy Scale are described. The findings of the study showed that most preservice teachers had desirable self concepts when they entered the workshop sessions and enhanced them as a result of these experiences. (PMR)

ED179631 UD019944

Self Concept and Acceptance of Others of Would-Be Teachers Before and After Multicultural Community Living Experiences.

Harty, Harold; Smith, Bonnie

.7196. 13p.; For a related document see UD 019 943; Not available in paper copy due to reproduction quality of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Indiana

Journal Announcement: RIEAPR80

Attempts have been made to show relationships between the constructs of self concept and acceptance of others in a variety of social contexts. This study was concerned with statistical relationships between self concept and acceptance of others on the part of two randomly selected groups of prospective teachers before and after a field experience; whether special training modified the relationships; and whether the structured teaching of self-concept and acceptance of others' activities modified any relationships. Tests of significance on the total scores of both recognized scales revealed that perceptions of the control group exhibited a statistical relationship prior to the lack of treatment effects. A significant relationship with respect to total scores on the "self concept" scale was found to be associated with total scores on the "acceptance of others" scale and group membership prior to workshop sessions or teaching experiences. Significant intercorrelations and related measures were discussed prior to any treatment effects, after the workshop sessions, and after the teaching experiences. (Author)

ED187817 UD020625
An Instrument for the Analysis of Teacher Education Textbooks, Courses, and Programs as Related to Multi-Cultural Education.
Payne, Charles
.7195. 14p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Indiana
Journal Announcement: RIEOCT80
The evaluation instrument presented in this paper is derived from an article by Asa Hilliard, "The Essential Multicultural Content for Teacher Education." The nearly 100 questions in the instrument are designed to evaluate, for any book, course, or program, its reflection of cultural understanding, its potential for enhancing essential teaching and communication skills, and its potential for developing desirable teacher attitudes toward multicultural education and toward diverse ethnic groups. (GC)

ED146283 UD017481
The Preparation of Urban Educators: A Survey of Urban School Systems.
Rittenmeyer, Dennis C.; Heinen, James R.K.
Nov 1976 30p.; Paper presented to the Second Annual Urban Education Conference (Milwaukee, Wisconsin, November 1976)
Sponsoring Agency: Old Dominion Univ. Research Foundation, Norfolk, Va.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAR78
This paper addresses the issue of teacher training for urban schools. Certification requirements for most public school teachers are mandated by the individual States. Requirements relevant to particular geographical areas are not typically included in State certification regulations. However, unique characteristics of urban schools have begun to be emphasized by educators concerned with appropriate professional preparation. Among these characteristics are racial, ethnic and economic heterogeneity, as well as a confluence of subcultures with concomitant attitudes and values. In 1976, a questionnaire was sent to superintendents of 157 city school districts. The 97 respondents answered questions relating to: requirements or recommendations that their teachers take courses specifically relevant to the urban educational environment, either as a pre-requisite to hiring or as a condition for staying on in the system; requirements that new teachers have student teaching or practicum experience in city or multiracial classrooms; and the provision of in-service training for urban teachers by the districts themselves. The questionnaire also addressed other special concerns of urban teachers and solicited recommendations as to ways of improving their training. (Author/GC)

ED177253 UD019811
Accreditation and Teacher Education: A Multicultural Perspective.
Rodriguez, Fred
7199. 14p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: U.S./ Kansas
Journal Announcement: RIEFEB80
The new standards issued by the National Council for Accreditation of Teacher Education (NCATE) indicate that teacher training must now reflect a broad commitment to multicultural education. Other educational organizations have expressed similar concerns. The focus in multicultural teacher education is on helping teachers to function effectively with all pupils in a culturally diverse society. The fundamental assumption is that teachers can improve their teaching of school subjects to their own or other cultural groups if they possess the appropriate attitudes, cultural experiences, and self-understanding. Educational institutions must begin to assume responsibility for seeing that teacher education programs reflect the cultural and ethnic pluralism in this nation through their models, practices, staffing, materials, and resources. (EB)

EJ221783 EC122615
Cultural Pluralism. Implications for Teacher Education.
Rueda, Robert; Prieto, Alfonso G.
Teacher Education and Special Education, v2 n4 p4-11 Sum 1979
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The article discusses the impact of cultural pluralism (the degree of cultural differences which are fostered and encouraged by society) on teacher training and advocates a broader, empirically based approach to teacher training in the area of multicultural special education. (DLS)

B. Inservice Education

ED182228 SO012327
Teaching for Cross Cultural Understanding.
Arlington County Public Schools, Va.
1978 287p.; Amount of funding on page two of original document was removed by ERIC.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Virginia
Journal Announcement: RIEJUN80
The document contains materials prepared for a workshop designed to foster cross-cultural understanding in junior high school teachers. It is presented in six sections. Section I defines several key concepts such as culture, racism, ethnic diversity, stereotype, pluralism, ethnic encapsulization, and types of teaching styles and dialects. Suggested activities for teaching cross-cultural understanding are also included. Section II contains summaries of group activities and workshop presentations; a list of teacher perceived needs and problems; a review of multicultural programs and resources in Arlington, Virginia; summaries of discussions on the black student's experience; and culture and communication. Section III topics include Afro-American communication, Black History facts, Hispanic learners and Anglo teachers, Korean and Vietnamese learners, and literature by the Afro-American. Section IV presents methods for learning more about foreign-born students, analyzing children's books for racism and sexism, using culture consultants, and counseling. Section V offers sample curriculum materials: a study guide to the Smithsonian exhibit, A Nation of Nations; a sample unit illustrating ways to use sports, music, and graphics to teach multicultural concepts; ways to use myths, legends, and folk ballads; and television as a resource for cross-cultural understanding. The final section is an annotated bibliography of evaluation criteria, curriculum development guidelines, bibliographies, teacher evaluation methods, background materials, communication and curriculum materials, and teaching strategies. (KC)

ED156817 UD018499
Teacher Training Pack for A Course on Cultural Awareness.
Curt, Carmen Judith Nine
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
1976 58p.; For a related document see UD 018 498
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78
This book is a teacher's guide for a course on cultural awareness. The general objectives of the course are given, along with a listing of the required texts. The first section deals with cultural identity. Objectives of this part of the course and a series of activities the teacher can undertake to promote cultural identity are described. The second section deals with various modes of nonverbal communication and their cultural significance. A course evaluation questionnaire is included as well as three tests on cultural identity and nonverbal communication to be given to the course participants a semester after the course is taken. The follow up activities focus on attitudes and facts relating to Puerto Rican and other Latin American cultures. (Author/AM)

ED175964 UD019719
Communication Skills for Elementary Teachers-Staff: A Program Model for Multicultural Emphasis and Case Presentation.
Curtis, Willie M. J.; Bennett, Clifford T.
.7199. 15p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Virginia
Journal Announcement: RIEJAN80
This paper reports on a workshop which was designed to: (1) help participants participants the positive learn and/or enhance specific skills related to effective interpersonal communication; (2) provide opportunities for participants to examine their personal styles of interacting/teaching, give and receive feedback, identify areas in need of change, and work toward behavioral change; and (3) explore issues specific to multicultural communication. Specific areas addressed include attentiveness in interpersonal communication, listening skills, effective use of verbal and nonverbal behavior, awareness of culturally specific communication patterns, empathy development, behavioral approaches to respect, and action strategies. Activities which were conducted to help participants develop their skills in each of these areas are described. Participant response is discussed and general conclusions concerning communication and its role in multicultural education are summarized. (Author/EB)

ED146144 95 SP011800
Innovative Teacher Training for Multi-Cultural Education. Final Report of the Cycle X Teacher Corps Project.
Marsh, David D.
Lawndale School District, Calif.; University of Southern California, Los Angeles. School of Education.
Oct 1977 77p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78
This report describes an inservice teacher education program that had special emphasis on multicultural education, initiated by the Teacher Corps at the University of Southern California. The children in the elementary school involved in the project were mainly Spanish-speaking Mexican-Americans. The objectives for the project were to: (1) retrain teachers-in-practice in bilingual and multi-cultural teaching techniques; (2) provide specialized training for instructional aides; (3) develop a teacher center design for sharing with other teachers insights and strategies learned in the program; (4) establish a classroom environment to provide children with a more stable emotional and physical learning ambiance; (5) reestablish the role of the principal as leader of teacher innovation and curriculum development; (6) encourage parents and community volunteers to participate in school instructional programs; (7) develop training programs for local school administration; (8) build community confidence in the instructional program in support of the learning needs of the multi-cultural child; (9) field test course work designed for a proposed bilingual/crosscultural credential; (10) up-date competency-based education modules designed for training teachers in bilingual and multi-cultural teaching skills; and (11) develop greater interdisciplinary cooperation in the building of teacher education courses. The above objectives and their implementation are described in detail. Successes and failures are discussed, and the project as a whole is evaluated. (JD)

ED180739 RC011786
Ethnic Heritage Study Program: A Learning Experience for the Colorado Educator.
Martinez, Roger D.
Colorado State Dept. of Education, Denver.
1979 12p.; For a related document, see RC 011 785
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S./ Colorado
Journal Announcement: RIEMAY80
Government: State
This ethnic attitude test is designed to be a learning experience in which Colorado elementary and secondary teachers can share ideas, change attitudes if need be, clarify information, and/or reinforce what they knew to be true all along about the multicultural heritage of the state. Participants are asked to indicate the extent of their agreement with 40 statements concerning ethnic or cultural studies and then compare their choices to the point of view expressed by the Colorado State Department of Education, a position which supports the view that every child should, as an integral part of his education, learn about his own and his neighbor's ethnic heritage and learn to respect cultural differences. The statements probe teacher attitudes concerning special programs for American Indians, Blacks, and Mexican Americans; ethnic stereotypes and cliches; self-determination rights of minorities to control their own programs; and the role of teachers, ethnic leaders, and parents in program planning. (NEC)

ED177087 SO012041
Trainers in Multicultural Education: Progress Report.
Tanaka, Masako N.; Stripp, Steven
Far West Lab. for Educational Research and Development, San Francisco, Calif.
1978 114p.; For related documents, see SO 011 979-983; Not available in paper copy from EDRS due to poor reproducibility of original document
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON CLASSROOM MATERIAL (055); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S./ California
Journal Announcement: RIEFEB80
This three-part report describes activities of a multicultural education training project for elementary teachers in San Francisco. The three segments of the project discussed are the workshops for trainers, networking activities, and classroom evaluation activities. The two workshops, Provisioning the Multicultural Classroom and Working with Children in the Multicultural Classroom, are described in terms of participant selection, preparation of trafning materials, conduct of the workshop, and participant evaluation of the workshops. A list of participants is provided. Networking activities were structured to allow participants to present multicultural materials developed and/or used successfully in their own programs. The major classroom study evaluation will be accomplished during the next period of the project; however, preliminary data are available. During the two workshops, one trainer and one evaluator for each of six schools were identified. Classroom observations included scores for the total number of minority cultural materials observed, number of cultures represented in the classroom, types of multicultural materials, and availability of learning centers. Also, the number of multicultural activities provided, different cultures represented by adults in the classroom, and the ratio of community people to staff who participated in multicultural activities for one month prior were measured. Appendices describe the preliminary training model, sample multicultural units, daily diaries for workshops, and networking records and assessment forms. (KC)

ED177045 SO011979
Trainers in Multicultural Education: Final Report.
Tanaka, Masako N.; Stripp, Steven
Far West Lab. for Educational Research and Development, San Francisco, Calif.
30 Sep 1978 179p.; For related documents, see SO 011 980-983 and SO 012 041; Not available from EDRS in paper copy due to light and broken print type of much of the original document
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON CLASSROOM MATERIAL (055); EVALUATIVE REPORT (142)
Geographic Source: U.S./ California
Journal Announcement: RIEFEB80

Major issues regarding the feasibility of training on-site educators to become evaluators of multicultural programs in classrooms are discussed. The issues evolved from a 10-month training/research project in California. Four sections comprise the report. Section I provides an introduction to the project. Section II discusses the two phases of the research study. The first phase followed the trainers' workshop on provisioning the multicultural classroom and the second phase followed the workshop on activities in the multicultural classroom. Section III describes the quantitative and qualitative aspects of a special evaluation study which used pre- and posttests with experimental and control groups. Section IV lists six outcomes of the study: (1) the development of six training units on multicultural education (Setting up the Multicultural Classroom, Selecting Children's Books with a Multicultural Perspective, Communicating and Working with Parents in the Multicultural Classroom, The Child's Self Concept in the Multicultural Classroom, Language in the Multicultural Classroom, and Developing Sense Perception in the Multicultural Classroom); (2) two one-week training workshops in multicultural education for trainers in the San Francisco Bay area; (3) the initiation of a network of trainers in the Bay area; (4) the development of an interactive team approach to evaluation in multicultural classrooms; and (5) development of four instruments for use in evaluating the multicultural classroom. The table of contents of the six units, copies of pre- and posttests, and scoring criteria are provided. (KC)

III. Multicultural Education Project Descriptions
A. General

ED136008 CE010033
Peace Corps/Ghana. Country Program Evaluation. ACTION Evaluation.
Boyle, Neil; And Others
ACTION, Washington, D.C.
Jun 1976 90p.; Evaluation developed by Office of Policy and Planning of Action
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77
Ghana first received Peace Corps assistance in 1961 (the first country in the world to receive volunteers) and since then volunteer strength has fluctuated from between 185 to 415 (presently 179). Secondary education has been the major thrust in programing until recently when Peace Corps/Ghana (PC/G) shifted its emphases to agriculture and rural development. As part of ACTION's annual evaluation process, PC/G program was evaluated during the spring of 1976. A combined method of field and onsite visits was the principal approach used in assessing the relevance, effectiveness, and efficiency of the program. A combination of interview, observation, and data analysis techniques were employed. The basic conclusion of the evaluation team is that while PC/G has made a significant contribution to the education sector of the country, it is now going through a period of transition which is influencing the effectiveness of the tools it uses to carry out its policies. Positive influences are seen coming from recent additions to the staff. Negative influences on the organizational tools are seen coming from the recent shift in policy from slot-filling to technology transfer programing that is implicit in the shift from secondary education to agricultural and rural development. The evaluation identified problems and made resultant recommendations for their solutions: (1) Exercise continued Peace Corps' presence in Ghana in accordance with current Country management plans, i.e., exercise a policy of gradual phase-down in agriculture and rural development, (2) shift programing from a slot-filling mode to a skill transfer mode, (3) continue to exercise a policy of collaboration with the international donor agencies, but at the same time explore the absorptive capacities of the host country in ways which are not dependent on the donor agencies, and (4) Peace Corps/Ghana should clarify its programing procedures with U.S. Embassy. (WL)

ED171652 SO011788
New Dimensions in Multicultural Education.
Clothier, Grant; And Others
Midwest Educational Training and Research Organization, Kansas City, Mo.
1978 63p.
Available from: Midwest Educational Training and Research Organization, 617 West 33rd Street, Kansas City, Missouri 64111 ($3.50 per copy)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); TEACHING GUIDE (052)
Geographic Source: U.S./ Missouri
Journal Announcement: RIEOCT79
This booklet discusses and offers solutions for some of the educational problems growing out of the diverse nature of schools in the United States. Chapter I describes the society as a multicultural one in which a wide discrepancy exists between ideals and practices. A multicultural society is made up of many groups with varying degrees of common attitudes and behaviors based on attributes such as race, ethnicity, religion, nationality, language, and income. Chapter II offers a rationale for multicultural education. Objectives of multicultural education are to help students develop more adequate and harmonious outlooks on life and to heighten their capacity to think independently. To function effectively in a multicultural setting, teachers need 1) to understand both their own and their pupils' environment and culture; 2) to be aware of their own and their students' anxieties, insecurities, attitudes, and prejudices; and 3) to possess teaching skills consistent with the purposes of multicultural education. Chapter III describes various curriculum models and teaching strategies, while Chapter IV outlines a conceptual framework for optimum teacher education. The final chapter translates some of the concepts outlined in the previous chapters into practical techniques that can be used by teacher education institutions in preparing teachers for multicultural schools. A junior high resource unit for language arts is included in an appendix. (CK)

ED128945# EA008721
Multicultural/Multiethnic Studies Programs. ERS Information Aid.
Dobb, Heather Sidor
Educational Research Service, Arlington, Va.
1976 54p.
Available from: Educational Research Service, 1815 North Fort Myer Drive, Arlington, Virginia 22209 ($6.00, $3.00 for ERS subscribers, payment must accompany orders of $10.00 or less)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB77
After a brief discussion of what multicultural/multiethnic studies are, why programs in these areas should be established, and how such programs are organized, descriptions of programs established by local school districts, guidelines for the selection of materials and the evaluation of programs, and sample lesson plans are presented. Selection of 14 programs described here was made from documents supplied by school districts and state departments of education. An extensive selected bibliography is included. (Author/IRT)

ED174554 SO011902
Options in Education Transcript: "Education in China, One-Six".
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
.7199. 73p.; Not available from EDRS in paper copy due to small type size of original document; Transcript programs number 188-193
Sponsoring Agency: Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEDEC79
The booklet presents transcripts of six radio programs dealing with education in China. Part of the National Public Radio's series entitled "Options in Education," the programs are based on a two-week tour of Chinese schools, colleges, libraries, and day care facilities by one of the radio show hosts. The first program offers insights into activities of children in a neighborhood day care center in Canton and contrasts environments of urban and rural schools throughout China. The second program focuses on reading, writing, and English language instruction of students in junior high schools throughout China. In the third program, students in an arts college are interviewed regarding their attitudes toward and familiarity with art and music from western nations. The fourth program describes English language proficiency of students in a Peking teacher training institution. Student attitudes toward the teaching profession are also discussed. The final two programs focus on preparation for Peking University entrance examinations, increasing emphasis on higher education, and on the interest of the Chinese people in studying foreign languages. (DB)

ED171594 SO010830
Minneapolis Multi-Ethnic Curriculum Project, Final Report.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
1976 90p.; For related documents, see SO 010 660-661; Not available in hard copy from EDRS due to various ink changes throughout document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Minnesota
Journal Announcement: RIEOCT79
A report is presented of the objectives, planning, and development of the Minneapolis public schools' multi-ethnic curriculum project. The document is presented in four sections. Section I examines the change in attitudes toward ethnic diversity and explores the responsibility of educators to transmit respect for and encouragement of cultural pluralism. Section II reviews literature related to the impact of the melting pot ideology on people of various ethnic groups and traces the increasing demand that school programs reflect the entire school community. Section III explains the process of identifying the major conceptual themes which became the basis of the multi-ethnic units. The process included surveying teachers as to their priorities for incorporating ethnic content into their courses, identifying objectives and skills, and selecting concepts and themes appropriate for various grade levels. Section IV offers a brief summary of the report. The document concludes with appendices including key concepts and generalizations related to ethnicity and cultural pluralism. (DB)

ED164731 UD019048
1978 Annual Report to the President and Congress. The National Advisory Council on the Education of Disadvantaged Children.
National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.
1978 67p.; For related documents, see ED 133 403 and ED 154 063
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEMAY79
Government: Federal
This is a report of the Council's site visits, assessment activities, and recommendations concerning programs for the educationally disadvantaged. Although most of the programs examined are funded under Title I, other types of compensatory programs are also considered. Particular attention is given in the report to the areas of: funds allocation and distribution; program planning, administration and evaluation; parent involvement; State operated programs; individualized education; alternative schools and programs; bilingual/bicultural education; American Indian and migrant education; community support services; peer tutoring; and the participation of children in nonpublic schools. Site visit reports from schools in Alabama, Arizona, Arkansas, California, Florida, Georgia, Kentucky, Mississippi, Rhode Island, New York, Tennessee, and Puerto Rico are presented. Particularly noted is the effectiveness Title I programs have demonstrated in meeting the needs of rural and small school districts throughout the nation. (GC)

ED186301 S0012499
The End of the Beginning: A Multicultural Conference Part I and Multicultural Program Development Strand: A Collection of Resources, Part II.
New England Teacher Corps Network, Portsmouth, N.H.
May 1979 54p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021) PROJECT DESCRIPTION (141)
Geographic Source: U.S./ New Hampshire
Journal Announcement: RIESEP80
The document presents information on planning, teaching, and evaluating multicultural education programs. Although most of the examples are based on current multicultural projects in New England, the authors believe that the material presented can also be useful to classroom teachers in other regions. The document contains two components. The first component describes a conference at which teachers exchanged ideas on multicultural education, identified multicultural education resources, and developed ideas for relating multicultural concepts to social studies classroom activities. In addition, evaluation data regarding conference activities and objectives is included. The second component presents materials, conference papers, objectives, and resources to help teachers set up a multicultural education program. Information is presented on approaches to multicultural education, the role of multicultural education in the curriculum, multicultural curriculum dimensions for teacher and inservice education, regional multicultural resources (mostly in New England) and activity ideas for various grade levels including analyzing reading assignments and television programs, participating in field trips, and comparing values held by different ethnic groups. (DB)

ED171637 S0011737
Skeletons, Boondoggles, and Success: Multicultural Education at the University of Utah.
Rodrigues, Raymond J.
Apr 1979 33p.; Paper presented to the American Association of Colleges for Teacher Education, Institute on Multiethnic Studies for Teacher Education (San Francisco, California, April 517, 1979)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S./ Utah
Journal Announcement: RIEOCT79
Problems facing multicultural education, implications of these problems for teacher education, and the multicultural teacher education program at the University of Utah are described. Factors operating against multicultural education in Utah include the back to basics movement, the competency movement, the attack on bilingual education, the decline of the economy, major values conflicts, and conflicting interests of various pressure groups. However, the need for multicultural teacher education in Utah is pressing. Because the state is essentially Mormon-dominated and monocultural, non-Mormon students frequently feel isolated. Moreover, teachers are more likely to find themselves teaching large numbers of not only non-Mormon whites but also blacks, Chicanos, Tongans, Vietnamese, Navahos, and Utes. The position at the college of education at the University of Utah is to provide courses to enable teachers to see the realities of a multicultural classroom and to provide them with decision-making skills. The program, which began in 1972, presently employs a director of multicultural education and offers master's programs as well as three undergraduate courses. Secondary education students are required to take at least one of these courses: The Culturally Different Learner, Bilingual and Bicultural Education, and Instructional Strategies in Multicultural Education. Descriptions of each course and proposed cultural awareness competency requirements are included. (KC)

ED172995 RC011453
A Management and Information System for the Dine Teacher Corps Program "78".
Wilson, Roger; Salas, Dennis
Northern Arizona Univ., Flagstaff.
Dec 1978 45p.; Document prepared by the Dine Teacher Corps Project
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007803217
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.: Arizona
Journal Announcement: RIENOV79
The overall objective of the Dine Teacher Corps Project is to demonstrate the effectiveness of an interdisciplinary approach to the development and implementation of a bilingual/multicultural training and inservice training program for educators who will be cognizant of and responsive to the unique educational needs of the Indian child. The five year project, begun in 1978, is designed as a cooperative program between Northern Arizona University, Dine Teacher Corps, and two Bureau of Indian Affairs Navajo boarding schools (Kaibeto and Leupp). In order to perform the three phases of activities required by the project (planning, training programs, demonstration and dissemination), a Management Information System (MIS) has been developed and implemented to provide adequate, accurate, and timely information for decision making, reporting accomplishment, and using resources effectively. The MIS is an integrated information system comprised of seven subsystems: finance, school communities, management, facilities and equipment,

personnel, students, and instructional programs. Diagrams, flow charts, models, and tables illustrate details of the MIS program design. (NEC/BR)

ED172996 RC011454
A Management and Documentation System for the Dine Teacher Corps Program '78.
Wilson, Roger; Salas, Dennis
Northern Arizona Univ., Flagstaff.
Dec 1978 109p.; Document prepared by the Dine Teacher Corps Project
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007803217
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Arizona
Journal Announcement: RIENOV79

The basic premise behind the Dine Teacher Corps Project is that teacher pre-service and consequent inservice education and training is held to be a crucial factor in upgrading the quality of education received by American Indian students, particularly in a reservation setting. Although the Dine Teacher Corps Project includes three phases, only Phase I--Planning has its management system developed thus far. The management system is organized into six categories: (1) planning, to provide management control of the analytic and decision making activities conducted by the appropriate staff, to identify needs, problems, objectives, and program direction, and to analyze the decision making essential to the conduct of other processes; (2) programming, to develop the specific program plans as identified in category 1; (3) budgeting, to develop the resource costs of each program plan and maintain fiscal information essential to the conduct of each program; (4) forming a community council, elected to insure the operation of parity decision making; (5) documenting and evaluating progress, by systematic collection of evidence to authenticate facts, to substantiate claims and opinions, and to support inferences drawn from the evidence; and (6) developing a chain of command or ladder of communications, to illustrate level, roles, and linkages of the Dine Teacher Corps Program '78. (NEC)

B. Research Projects; Evaluation Projects

ED155937 FL009556
Immigrant Children and B.C. Schools. TEAL Occasional Papers, Vol. 1, 1977.
Ashworth, Mary
British Columbia Association of Teachers of English as an Additional Language, Vancouver.
1977 10p.
Available from: Maureen C. Sawkins, British Columbia Association of TEAL, c/o King Edward Campus, V.C.C., 2750 Oak St., Vancouver, British Columbia, Canada. ($2.50 Canadian plus $.50 postage)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV78
During the early seventies, the number and ethnic origin of immigrants to British Columbia has changed to such an extent that the B.C. school system has felt the effect. Teachers in the elementary grades increasingly were faced with students who lacked fluency in the language of instruction. When it was discovered that a third of the students under the supervision of the Vancouver School Board spoke English as a second language (ESL), funds were made available to double the existing ESL program. This included increasing programs for training teachers of ESL. The quality and quantity of summer programs for ESL children were increased, as were programs to assist parents and children in adjusting to a new culture. In addition, teachers are seeking information on the cultural backgrounds of immigrant children. It is suggested that the Department of Education could assist school districts by providing expertise in the area of program and curriculum development, and by coordinating ESL and orientation programs for immigrants and their families. (AM)

ED150202 TM006952
Evaluation of a Multi-Cultural Project Designed to Reduce Group Isolation.
Brown, Ric; Carbonari, Joseph
Apr 1977 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN78
People Place of Houston, Texas provides racially isolated elementary school children with exposure to various world cultures. The children who visit this center are selected from schools with a majority of Black, Anglo, or Mexican American children. Two major objectives of People Place are: the reduction of group isolation and discrimination, and the elimination and prevention of group and individual prejudice. The childrens' changes in attitude toward different cultures and ethnic groups were measured using doll play simulation. The results indicated greater positive attitude changes among children who had participated in the People Place experience, as compared to the control group. Black children exhibited significantly more attitude change than Mexican Americans; the amount of change among Anglo children was not significantly different from either of these groups. (GDC)

ED159284 UD018582
Urban Education Studies, 1977-78 Report.
Council of the Great City Schools, Washington, D.C.; University Council for Educational Administration, Columbus, Ohio.
May 1978 53p.
Sponsoring Agency: Spencer Foundation, Chicago, Ill.
Available from: Urban Education Studies, 3700 Ross Avenue, Dallas, Texas 75204 ($2.00)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.
Journal Announcement: RIEJAN79
This pilot-year report comments on the efficiency and current status of strategies for improved urban education. By pooled judgement and survey methodologies, program data from thirty cities, student interviews from site visits, and study team observations of five city districts (Atlanta, Dallas, Milwaukee, Oakland and Toledo) are examined. Urban demographic data, including ethnic characteristics of student populations, are presented. Successful programs focusing on educational alternatives, the arts in education, developments in the basic skills, bilingual and multicultural education, staff and curriculum development, and use of community resources are described. Federal funding, greater teacher-pupil understanding, utilization of out-of-school experiences, and general systems renewal strategies are cited as essential for successful revitalization of urban education. Future procedures and emphases in urban education, as well as the role of this type of study, are outlined. (KR)

ED177033 SO011967
Ethnic Heritage Studies Program: Final Performance Report.
Delaware State Dept. of Public Instruction, Dover.
1978 156p.; For a related document, see SO 011 966; Not available from EDRS in paper copy due to light and broken print type of much of the original document
Sponsoring Agency: Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Report No.: 549AH70116
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Delaware
Journal Announcement: RIEFEB80
Government: State

The document describes development, objectives, and activities of an ethnic heritage studies project entitled Preserving Ethnic Traditions (PET). Undertaken to aid high school teachers and students understand ethnic traditions in Delaware, the project focused on development of skills in areas of interviewing, photography, graphics, public speaking, and researching. Ethnic communities involved in the project included Pakistanis, Ukrainians, Hispanics, Blacks, American Indians, Amish, French, Germans, Africans, Chinese, Greeks, and Swedes. Project developers believe that the information presented in the document can be used as a model for other schools initiating an ethnic heritage studies program. The document is presented in 10 sections. Section I presents a directory of advisory council members and includes council correspondence. Section II outlines project objectives. Sections III and IV summarize project orientation, procedures, participant selection processes, interview techniques, and materials. Section V explains evaluation techniques. Sections VI and VII outline project materials. Section VIII offers a directory of individuals and organizations providing resources and publicity. Section IX describes seminars presented in Delaware communities by PET students. The final section describes an inservice program designed to help teachers develop Project PET activities. (DB)

ED151437# UD017574
Conference on Multiculturalism in Education (Toronto, Ontario, April 20-23, 1977).
Dubois, Shellagh V.C.
Ontario Association for Curriculum Development, Toronto.
23 Apr 1977 281p.; Papers presented at the Conference on Multiculturalism in Education (Toronto, Ontario, April 20-23, 1977)
Available from: Ontario Association for Curriculum Development, 1260 Bay Street, Toronto, Ontario, Canada M5R 2B1 ($10.00)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL78

This document consists of papers and group reports on multicultural education in Canada. Recurrent themes in the conference papers presented include: the concept of personal dignity as related to all aspects of multicultural education; the importance of language in maintaining cultural and ethnic identity; the problem of information overload in relation to teacher preparation for teaching multicultural curricula; the global perspective of multiculturalism; and the nature and importance of learning materials where multiculturalism is concerned. Detailed reports of group meetings among conference participants are also presented in this document. Discussions focused on the following topics: learning and teaching styles; multicultural education in every classroom; the role of the school in teaching language and culture; teacher education and multiculturalism; and multicultural education policies in Canada. A report in French on curriculum and cultural identity and a section of background material are also included. (GC)

ED181059 TM009967
Evaluation Report of the Title VII Emergency School Aid Act Program of the Springfield Public Schools.
Ferrara, Barbara E.; Redemer, Merrill
Sangamon State Univ., Springfield, Ill.
Jun 1979 78p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEMAY80

Three discrete programs were evaluated by comparing students' pretest-posttest results, and by surveying teachers, principals, and parents for their perceptions of the programs and recommendations for improvement. Over 500 students, referred to student relations specialists because of personal or social problems, showed statistically significant gains on the Piers Harris Children's Self Concept Scale after four to seven months of counseling. Teachers and principals were satisfied with the promptness of treatment; 80% rated the programs as extremely or somewhat helpful. Only 27% of the parents returned their survey; many who responded were unfamiliar with the program. Over 500 low achieving students referred to diagnostic prescriptive specialists were tested, before and after remedial instruction, on the Peabody Individual Achievement Test, Woodcock Reading Mastery Test, and the Keymath Diagnostic Arithmetic Test. Grade equivalent changes after one to eight months were positive, but not always statistically significant or applicable to all grades. Teachers and principals were very satisfied with the program. Teachers completed a cultural awareness scale before a workshop and two months later, after teaching a corresponding unit. Their attitude change was not statistically significant, suggesting that the workshop attracted teachers who were culturally aware upon entering. (Questionnaires are appended). (CP)

ED171822 UD019368
A Comparison of the Effectiveness of Two Approaches to the Teaching of Multiethnic Studies.
Freedman, Philip I.; And Others
9 Mar 1979 18p.; Paper presented at the Northeast Regional Conference for the Social Studies (Boston, Massachusetts, March 9, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)
Geographic Source: U.S./ New York
Journal Announcement: RIEOCT79

Compared in this study is the power of a directed, conscious attempt to reduce stereotyping through the use of selected individuals who have achieved renown in endeavors not usually identified with the group of their origin with a similar effort which utilizes eminent persons on the basis of their celebrity with no regard to the nature of that celebrity. The hypothesis that a directed counter-stereotypic approach in a

multi-ethnic setting would reduce stereotypic thinking to a greater extent than a random approach was not supported, however. Analysis by school, by classroom, and by target ethnic group yielded only one statistically significant result among the comparisons made and that one was in the direction opposite to the one posited--the control group's stereotypic perception of blacks was significantly lower than that of an experimental group on the value thermometer scale. Although the hypothesis was not confirmed, the finding that the stereotypy aimed at blacks is significantly greater than that applied to Polish Americans agrees with the multitude of research and empirical observation that reveals that race, particularly the black race, is a substantially more powerful stimulator of prejudice than ethnicity. (Author/EB)

ED156680 TM007078

An External Evaluation of the Bayfield Urban/Rural School Development Program.

Golub, Lester S.; Frye, Edward T.

Learning and Evaluation Associates, State College, Pa.

Jul 1977 165p.

Sponsoring Agency: Bayfield Public Schools, Wis.; Bayfield School/Community Council, Wis.

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV78

Since 1971, the Bayfield School has received federal funds to conduct an Urban/Rural School Development Program. The five major components of the program were staff development through the use of independent consultants and university personnel, community involvement, bicultural awareness, learning resource center development, and school equipment and procurement, particularly closed-circuit television. Four sources of data were used in the evaluation: (1) archival data, including records of student performance, former needs assessments, records of community participation in school affairs, and staff development information; (2) an attitude questionnaire; (3) interviews with staff, students, and community members; and (4) classroom observations. Findings were related to staff, school, and community. As teaching staff became less mobile, the on-going staff development program had a more lasting impact on the quality of education in the Bayfield Schools. Though the school environment improved due to this program, these improvements were masked by the nature of the school building, orginially built in 1895. Pupil Performance improved. The influx of federal funds, combined with community involvement in the School/Community Council had a tremendous impact on the community. Recommendations for future planning are included, as well as directories of staff, interview questions used, and write-in questionnaire comments. (BW)

ED148038 EC103067

Alternative to IQ Testing: An Approach to the Identification of Gifted "Minority" Children. Final Report.

Hilliard, Asa G., III

San Francisco State Univ., Calif.

30 Jun 1976 169p.; Bibliography may be marginally legible due to print quality

Sponsoring Agency: California State Dept. of Education, Sacramento. Div. of Special Education.

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEMAY78

The final report adresses the problems involved in identifying gifted minority children. Reviewed is the historical perspective of cross cultural assessment in behavioral research. Typical gross errors and misinterpretations of data in cross cultural assessment are pointed out. Among fundamental considerations listed include the use of items suited to the child's environment and the ability of the child to understand what is required. Various behavioral styles (such as the atomistic-objective, obsessive-compulsive, and hysterical styles) are reviewed, and their impact on assessment interactions is analyzed. Cited are examples of behavioral styles in religion, music, and language. Described is the revision of a prescreening instrument containing items on P. Torrance's checklist for creativity, and emphasized is the importance of viewing style as the vehicle through which intelligence is expressed. A final section considers the implications of behavioral style on education for the gifted. (CL)

EJ149056 SP505056

The Arts in a Multicultural Society Project: Development and Evaluation

Lovano-Kerr, Jessie; Zimmerman, Enid D.

Viewpoints, 52, 3, 1-14 1976

Language: ENGLISH

Evaluation of the "Arts in a Multicultural Society" project of Indiana University shows that the objectives for developing the art skills of non-Anglo culture elementary school children have for the most part been achieved. (MB)

ED143611 S0010297
Education and Culture in Development.
Ministry of Education and Culture (Indonesia).
1977 85p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN78
The report reviews educational development in Indonesia. The Ministry of Education and Culture is continuing systematic attempts at educational reform in accordance with national objectives and reports that it has made significant improvement since the beginning of formal educational planning in 1969. Reasons given by the government for this progress include efficiency, frequent assessment of educational needs and programs, and pedagogical cooperation with other nations. In order to combat problems of widespread illiteracy, rapid population growth, and financial limitations, the Ministry is developing educational strategies. In an attempt to provide the most rational direction for education on all levels from primary through university, and including vocational, adult, and non-formal programs, the government has encouraged primary school building construction, teacher education, curriculum development, scholarships, mass media educational activities, and community education projects. Relevance of education to individual students, and compatability of educational objectives with Indonesian national culture and technological development are major problems to be solved before an educational infrastructure can be finalized. (Author/DB)

EJ225549 FL513178
How Are the Schools of Ontario Coping with a New Canadian Population: A Report of Recent Research Findings.
Samuda, Ronald J.
TESL Talk, v11 n1 p44-51 Win 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
A comprehensive evaluative report on educational policies and instructional programs for non-English-speaking minority immigrant children in Ontario is discussed. Sixteen recommendations are made encouraging federal, provincial, and local support of multi-ethnic educational programs. (PMJ)

ED144892 S0010333
International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand.
New Zealand Dept. of Education, Wellington.
1977 22p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB78
The educational system of New Zealand is based upon principles set down in the Education Act of 1964 and the Universities Act of 1961. Public education is free, coeducational, secular, and compulsory between the ages of six and 15 years. A number of private and religious organizations also offer primary and secondary education in compliance with governmental standards. Children under the age of five years may attend free or private kindergartens, play centers or child care centers. Control and management of state primary schools are the responsibility of 10 Education Boards which operate under the Department of Education. Secondary schools are generally controlled by local boards. The University Grants Committee sets higher education degree requirements and recommends allocation of funds from Parliament for university education and research. All levels offer basic and compulsory subjects which are set by national committees comprised of educators and lay people. Three year teacher education programs are offered at eight teachers colleges. Development of education from 1974-76 stressed adult, early childhood and community programs, safeguarding the special character of private schools, awareness of Maori language and culture, flexibility of secondary school programs, and expansion of research and information services. (Author/DB)

ED144852 95 S0010172
Final Report of Curriculum and Development in Arts Education.
Shigley, Forrest
20 Jun 1977 107p.; Page 58 of the original document is copyrighted and therefore not available. It is not included in the pagination
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: 007604139
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB78
The document describes and evaluates an arts education project at an elementary school in Belmont, California. Developed by nine arts educators under a grant from the California Arts Council, the project presented units in dance, drama, music, and visual arts to pupils in grades 4-6. Objectives include demonstration by students of basic competency in group dance and dramatics, skills of construction in two- and three-dimensional visual art, and composing and performing original songs. A teacher's guide describes up to ten learning activities for each of the four arts areas, such as square and folk dances, dramatic circle games, puppet shows, discussion and review of student-created musical filmstrips, and woodblock printmaking. Objectives, materials, time required, number of participants, teaching strategies, and additional resources are listed for each activity. Also presented are a student evaluation form, excerpts of minutes from staff meetings, an outline of project-related activities by staff members, and a listing of contacts made by staff members to disseminate information about the project. The report concludes that the project stimulated a collective effort among the school staff, created an arts identity for the school, and caused identifiable curriculum development in arts education. (Author/DB)

ED168947 S0011612
Ethnic Studies in Pennsylvania.
Washburn, David E.
Pittsburgh Univ., Pa. University Center for International Studies.
1978 142p.
Sponsoring Agency: Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Available from: University Center for International Studies, Publications Section, University of Pittsburgh, G-6 Mervis Hall, Pittsburgh, Pennsylvania 15260 ($3.95 paperbound)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Pennsylvania
Journal Announcement: RIEAUG79
To provide information to educators and curriculum developers on strengths, weaknesses, and needs of ethnic studies programs in Pennsylvania, the report offers an overview of the nature and extent of ethnic studies programs operated by Pennsylvania's postsecondary institutions, public school systems, and nonpublic schools. Information is based on data gathered in a survey of treatment by Pennsylvania's schools of racial, religious, and ethnic groups in courses, curricula, or programs. Data were analyzed from the perspective of democratic pluralism and were based upon the 294 Pennsylvania schools which reported having ethnic studies. The book is presented in five chapters. Chapter I introduces the study. Chapters II, III, and IV offer data for postsecondary schools, public schools (K-12) and nonpublic schools (K-12). The final chapter offers conclusions including that ethnic studies is a relatively new enterprise within the educational system and is increasing in importance in Pennsylvania schools. Recommendations made on the basis of this growth trend include that ethnic studies should be interdisciplinary, offered at all grade levels, a focus of teacher education programs, and an impetus to school/community communication. A survey questionnaire is presented in the appendix. (DB)

ED151248 S0010620
The Report of the Work Group on Multiculturalism.
York Borough Board of Education, Toronto (Ontario).
Oct 1977 42p.; For a related document, see ED 146 060 ; Some parts of document may not reproduce clearly due to light type face
Available from: Professional Library, Education Administration Centre, 2 Trethewey Drive, Toronto, Ontario M6M 4A8, Canada (free, additional copies $2.00 each, limited supply available)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL78
The report on the impact of multiculturalism on the education system in the Borough of York (Ontario) summarizes findings of a two year study and provides recommendations to enhance multiculturalism in education. The report is presented in six chapters. Chapter I explains the work group task and method of inquiry and identifies work group participants. Chapter II presents a Canadian perspective on multiculturalism, followed by a profile of cultures in the Borough of York in chapter III. Chapter IV discusses the work group's interpretation of multicultural education. Multicultural education is perceived to value the presence of many cultures, human rights, social justice, and alternative life choices for all people. Chapter V, the bulk of the report, examines and presents recommendations on six issues related to multiculturalism: (1) a nondiscriminatory school and community environment; (2) retention of culture and language; (3) curriculum for multiculturalism; (4) immigrant students; (5) staffing and teacher preparation for a multicultural school population; and (6) government role in multiculturalism. Chapter VI offers guidelines for implementing the recommendations of the report, including establishment of an implementation committee with duties in areas of coordination, reporting, cost analysis, and evaluation. The appendix lists organizations, institutions, government agencies, and individuals who submitted information to the work group on multiculturalism or responded to the draft report. (Author/DB)

IV. Classroom Application

A. General Classroom Planning, Application, Guidelines, and Recommendations

ED141951 EA009765
Cross-Cultural Issues in Alaskan Education.
Barnhardt, Ray, Ed.; And Others
Alaska Univ., Fairbanks. Center for Northern Educational Research.
1977 160p.; Some parts may be marginally legible due to small type
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEDEC77
This collection of articles represents the state of the art with regard to understanding and attending to cross-cultural issues in Alaskan education. The views presented by the various authors indicate some of the approaches being taken to ameliorate what are probably the most vexing problems faced by educators anywhere in the country. The articles were selected to present a variety of views on a wide range of issues, all associated with the complex cross-cultural problems inherent in the delivery of educational services to Alaska's multicultural population. The authors are all active participants in the processes and programs they describe, though the views presented are their own. The book is divided into sections that deal with educational policy, educational development, community/school, teaching/learning, and language issues. (Author/IRT)

ED150038 SO010538
Beyond Experience: The Experiential Approach to Cross-Cultural Education.
Batchelder, Donald, Ed.; Warner, Elizabeth G., Ed.
School for International Training, Brattleboro, Vt.; Society for Intercultural Education, Training, and Research.
1977 152p.; Articles on pages 15-21, 29-36, 41-54 have been removed by ERIC due to internal copyright. See "Acknowledgements" section for citations ; Parts may be marginally legible due to small type
Available from: The Experiment in International Living, CCS, Kipling Road, Brattleboro, Vermont 05301 ($6.95 plus $0.55 postage, paperbound)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEJUN78
The book presents teaching techniques and learning exercises developed by the Experiment in International Living (EIL) for use in programs of cultural awareness and intercultural communications. The EIL, located in Vermont, has been involved in international cultural exchange since 1932. It has arranged for student exchanges, has trained Peace Corps volunteers, and has instituted graduate and foreign-language programs. One major section of the book contains eight articles describing various conceptual approaches to the design of cross-cultural education from an experiential point of view. Included are suggestions for teaching communicative competence, designing an experiential exercise, applying experiential techniques to field situations, and using cross-cultural approaches in the teaching of American Studies in a college setting. Another major section presents 11 games or exercises related to cultural awareness. They range from specific techniques for language learning to ways of teaching global sensitivity in the classroom through simulation. Four articles about program and skill evaluation conclude the book. (Author/AV)

ED146099 SO010444
Guide for Multicultural Education: Content and Context.
California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.
1977 36p.
Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.25, paper cover)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAR78
This guide explores the rationale for multicultural education at the elementary and secondary levels, its needs and goals, the school setting it requires, and the necessary processes of instructional planning and staff preparation. The basic aim of a multicultural instructional program is to help students to accept themselves and other persons as having dignity and worth. To achieve this aim, a multicultural program should place emphasis on similarities and differences among individuals and groups and should be cross-cultural and interdisciplinary in nature. So that indicators may be prepared to fulfill their responsibilities in multicultural education, staff development must be specifically aimed at their acceptance of the need to implement changes. The guide recommends a comprehensive approach to staff training that makes use of normative reeducative strategy of change and the dialogue-inquiry process. This strategy and process place emphasis on human interactions and help teachers become aware of and reevaluate their beliefs, attitudes, and values. The guide also contains a system model for school district planning for multicultural education, definitions of terms and concepts, and two analysis instruments for ethnic studies curricula. (Author/RM)

EJ229070 SP509677
The Role of Media in Multicultural Education.
Cortes, Carlos E.
Viewpoints in Teaching and Learning, v56 n1 p38-49 Win 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The multicultural content and cultural educational impact of motion pictures, television, radio, newspapers, and magazines are examined, including the implications of these media for the development of multicultural education in the schools. Teaching strategies and the role of the media are outlined. (JMF)

ED120032 95 S0008818

Understanding You and Them: Tips for Teaching about Ethnicity.

Cortes, Carlos E.; And Others

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

1976 69p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: Publications, Social Science Education Consortium, Incorporated, 855 Broadway, Boulder, Colorado 80302 (SSEC number 187, $3.95, prepayment or purchase order)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEJUL76

Offering practical tips for K-12 teachers and other curriculum planners, this booklet presents a comprehensive view of how ethnicity should be treated in the curriculum, suggests a number of activities for ethnic studies, identifies resources and materials available in ethnic studies, and describes a number of instruments available for evaluating the outcomes of ethnic studies. Focusing on the nature of ethnicity in the curriculum, the first of four chapters defines ethnic studies, describes where ethnic studies education occurs, and identifies the goals of ethnic studies. In addition, "do and don't" guidelines of teaching about ethnicity are provided. The last section in chapter one discusses multiethnic teaching concepts. The major portion of the document, chapter two, offers activities designed to introduce the concept of ethnicity and enrich students' knowledge and understanding of their ethnic origins and the ethnic origins of others. Chapter three provides suggestions about how to identify available ethnic studies materials and select those that best suit the needs of a particular class. Chapter four presents an annotated list of existing instruments for evaluating various aspects of ethnic studies programs. The book is also included in an Ethnic Heritage Studies Kit, along with other books, a filmstrip, and cassette, which is available from the Social Science Education Consortium for $29.00. (Author/JR)

ED150236 UD017926

Planning for Ethnic Education; An Overview of the Elements Necessary in Planning and Implementing Ethnic Studies.

Dee, Rita, Ed.

Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.

.7198. 148p.; For related documents, see UD 017 925-929

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUN78

The Illinois School Code requires that each student be taught the role and contributions of blacks and other ethnic groups in America. In this handbook aids are provided for elementary and secondary teachers striving to present meaningful ethnic studies learning experiences to their students. Definitions and desirable goals for ethnic studies programs are clarified as a basis for implementation of multiethnic materials into a curriculum. Examples are provided as to how this may be achieved. One element necessary in the provision of a multiethnic curriculum is the heightened awareness of and sensitivity to cultural differences. Classroom activities designed for encouraging this sensitivity at the middle, junior, and senior high levels are presented. The inclusion of cognitive material, while simultaneously challenging the student's mind and attitudes, is seen as necessary in creating a meaningful ethnic studies curriculum. In this context activities which focus on decision making and value strategies are suggested. A resource guide, primarily for the state of Illinois, is included, but readers are encouraged to seek out their own ethnic education resources. In addition, guidelines for the evaluation and selection of valid instructional materials are offered. Nationally available checklists for the evaluation of multiethnic education policies and practices are duplicated and appended to this document. (GC)

ED177046 SO011980
Communicating and Working with Parents in the Multicultural Classroom.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Nov 1977 96p.; For related documents, see SO 011 979-983 and SO 012 041
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California

Journal Announcement: RIEFEB80
This guide is designed to help teachers communicate more effectively with parents and to encourage parent participation in the multicultural classroom. Twelve group activities are divided into seven sessions. Session I activities focus on goals, expectations, current methods of communication with parents, communication problems, and a communication survey. Session II is designed to increase the teacher's awareness of what influences communication. Activities are three variations of the block exercise in which participants sit back-to-back while one instructs the other to build a structure with blocks. Session III is concerned with nonverbal communication as culturally influenced. Activities include role playing, observing and interpreting nonverbal communication, and analyzing conflicting messages at the verbal and nonverbal levels. Session IV presents techniques for effective communication with parents. The value of listening skills, an examination of irrelevant responses, factors which inhibit conversation, and the technique of paraphrasing are discussed. Session V aids the teacher in clarifying goals in working with parents. A teacher attitude survey, survey designs for finding out what parents want, a sample planning letter, a parent questionnaire form, and a teacher response form are provided. Session VI discusses the use of survey results. In session VII participants review activities, analyze their own classroom situation, and summarize the training process. (KC)

ED144854 95 SO010213
In Praise of Diversity: Multicultural Classroom Applications.
Grant, Gloria, Ed.
Nebraska Univ., Omaha. Center for Urban Education.
1977 318p.; For a related document, see SO 010 214
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0228
EDRS Price - MF01/PC13 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEFEB78
The teacher's guide contains 51 activity units for implementing multicultural education in areas of social studies, language arts, science, math, and art. Activities, designed for elementary and junior high students, focus on racial and cultural diversity, the elderly, sex-role stereotyping, and the handicapped. Two introductory units suggest strategies for helping students understand personal feelings, relationships with others, and the meanings of voluntary and forced migration and immigration. Many of the units make use of background readings provided for the teacher in the companion document, SO 010 214. Each unit identifies the experiences students should undergo as they perform the suggested activities. Many involve discussion with members of the community such as grandparents, lawyers, and the handicapped. Students are encouraged to create murals and collages depicting leisure and working activities of various racial groups, to write chapters in American history reflecting the roles of ethnic groups, and to read at home with parents in selected books with nonsexist themes and illustrations. (AV)

ED144855 95 SO010214
In Praise of Diversity: A Resource Book for Multicultural Education.
Gold, Milton J., Ed.; And Others
Association of Teacher Educators, Washington, D.C.; Nebraska Univ., Omaha. Center for Urban Education.
1977 231p.; For a related document, see SO 010 213
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: 300-76-0228
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEFEB78
The resource book contains essays and ethnic vignettes to help teachers and teacher educators understand the diverse lifestyles, backgrounds, and attitudes of students and families in American society. The book provides background information for elementary and junior high activity units contained in SO 010 213. Part one contains four chapters which discuss multiculturalism, dangers of stereotyping, areas of possible conflict, and implications for the schools. The nine ethnic vignettes in part two explore each group's contributions to American culture and problems encountered by each minority group. Lifestyles and children's learning styles in different cultures are also described in order to help teachers work more effectively with minority group students. The nine groups are Black Americans, Chinese Americans, East European Americans, American Indians, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, and Puerto Ricans. Part three, a concluding chapter, explains the teacher's role in achieving multicultural understanding. (Author/AV)

ED183493 SO012432
An Ethnic Studies Guide and Resources Manual for the Carolinas: Final Report.
Save the Children, Albuquerque, N. Mex.
20 Feb 1979 26p.; For related document, see SO 012 433. Not available from EDRS in paper copy due to light and broken print type throughout original document.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Bureau No.: 549AH70338
Grant No.: G007700979
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ North Carolina
Journal Announcement: RIEJUL80
This final report describes a project to create an ethnic studies guide and resource manual for intermediate grades in the Carolinas. The report presents goals, activities of workshops, the calendar of activities and events, and describes development of the manual and resource unit. Goals included sensitizing educators to the needs of students from various ethnic backgrounds, compiling a list of resource materials for studying ethnic groups in the Carolinas, developing appreciation of the contributions of American Indians, and promoting cultural awareness, self-identity, and ethnic pride among the Indian people of the Carolinas. Although the project experienced difficulties in recruiting and maintaining participants from the Indian community, workshops were held to train facilitators and to develop the manual. The guide includes a cultural-historical summary of individual ethnic groups, annotated lists of resources for teachers and students, and sample learning activities. The resource unit contains a diorama, suitcase displays, artifacts, and audiovisual materials. A program evaluation concludes the report and indicates that while the goals were met, they could have been accomplished more efficiently through coordination and full-time employment for persons working on projects. (KC)

ED142504 95 SO010215
Teaching about Cultural Awareness. Cultural Studies Series, Volume 2.
Smith, Gary R.; Otero, George G.
Denver Univ., Colo. Center for Teaching International Relations.
1977 114p.; For a related document, see SO 009 836; Pages 53, 63-97, 122-7, 157-79, 189-91 have been removed due to internal copyright or poor reproducibility; They are not included in the pagination
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80208 ($7.00 plus $0.75 postage, paperbound)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC77
This publication contains classroom activities dealing with cultural awareness for grades two through 12. The materials are intended to help students develop positive attitudes about cultural differences, recognize the roles of self and culture in fostering and inhibiting cultural interaction and awareness, and develop an awareness of when change needs to occur so that people can fully realize their growth potential. The activities are varied. Students read handouts, are involved in class discussions, role play, examine statements containing stereotypes, and fill out questionnaires. The activities are organized into three major sections. Section one deals with stereotyping and helps students examine what they believe and why they believe it. In section two students examine how culture affects our behavior and who we are. The third section contains activities designed to raise students' consciousness about discrimination and racism. The activities are self-contained and all handouts are included. The following are provided for each activity: an introduction, objectives, grade level, time needed, materials, teaching procedures, discussion questions, and evaluation techniques. (Author/RM)

ED144867 95 SO010281
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area.
Sykes, Vivian; Tricamo, Terese
Stanford Univ., Calif. School of Education.
Jun 1977 51p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Contract No.: OEG-G007502009
EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEFEB78

The guide will help elementary and secondary school teachers to identify resources for multicultural education in the San Francisco Bay Area. Over 250 entries are included about American Indians, Mexican Americans, Chinese and Japanese Americans, Greek Americans, Jews, and Afro Americans, the groups most thoroughly represented., Almost every entry includes a paragraph-length description of its educational value, specific ethnic group focus, grade level applicability, and unique features. Among the 18 places to go are tours, museums, and cultural centers providing artifacts, publications, exhibits, and food. Publishers whose materials stress ethnic identity and whose publications are bilingual are included in the next section, as well as books, bibliographies, readers, journals, calendars of local events, and bookstores. Over 30 newspapers, radio and television stations are described in the media section. Among the 73 educational facilities are college-sponsored ethnic studies groups and curriculum programs. Over 100 organizations and resource people include chambers of commerce and teachers of ethnic dances. An appendix explains what teachers should look for in evaluating multicultural education materials. (AV)

ED177049 SO011983

Setting Up the Multicultural Classroom.

Tanaka, Masako N.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Nov 1977 74p.; For related documents, see SO 011 979-982 and SO 012 041; Not available in paper copy from EDRS due to light and broken print type of original document

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIEFEB80

This guide, presented in four chapters, provides activities to train teachers to set up a multicultural classroom. In Section I the activity acquaints the participant with six types of classroom areas: private area, individual free-work area with seating, learning center with surfaces for sitting work, learning centers without surfaces for sitting work, general classroom activity area, and large-group free area. Detailed characteristics of these areas are provided. A classroom is observed and evaluated on the basis of whether it has at least one of the primary areas. Recommendations for changes are listed. The activity in Section II acquaints the participant more thoroughly with the characteristics of learning centers. Centers in classrooms are evaluated on the basis of 12 variables: working facilities, size, physical boundaries, visual boundaries, isolation from through-traffic, where materials are stored, how materials are stored, visual evidence of materials, physical availability of materials, function of center, relation of materials to function, and evidence of child products. Activities in Section III involve imaginary case studies. Each case study presents a statement by the fictitious teachers that describes the activity they want to set up, an illustration of what was done, a list of questions for the participant, and answers to the questions. The final section focuses on planning for change in the classroom environment. Evaluation forms for activities are included. (KC)

ED160484 SO011072
Learning about the Peoples of Connecticut: Teachers' Manual. The Peoples of Connecticut Multicultural Ethnic Heritage Series. Pilot Edition.
Welbust, Patricia S.
Connecticut Univ., Storrs. World Education Project.
Apr 1977 29p.; For related documents, see SO 011 073-077
Available from: World Education Project, U-32, University of Connecticut, Storrs, Connecticut 06268 ($2.00, paper cover)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Connecticut
Journal Announcement: RIEFEB79
This teacher's manual examines the activities, attitudes, and approaches necessary for teaching about ethnic groups and provides guidelines for classwork. It is specifically designed to accompany a series of units about Irish, Italians, Puerto Ricans, Blacks, Poles, Armenians, Scots and Scotch Irish, and Jews in Connecticut. The first section of the manual reviews five problems inherent in teaching about a foreign group or culture. The second section defines the general concept of an ethnic group and identifies information to be included in an ethnic studies curriculum, who should be involved in both teaching and learning ethnic studies, and the most effective strategies for learning about other ethnic groups. The third section offers specific suggestions for teachers planning to use the Connecticut series, with outlines of content and classroom activities applicable to the study of any ethnic group. A bibliography containing materials of a general nature on teaching ethnic studies, ethnicity in America, and cross-cultural education is appended. (DL)

ED171653 SO011789
Peopling the High Plains: Wyoming's European Heritage. Curriculum Ideas and Guides for Teachers.
Willems, Arnold L.
Wyoming Univ., Laramie. Coll. of Education.
1977 59p.; Page 38 may not reproduce clearly in paper copy due to small print type
Sponsoring Agency: Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.; Wyoming State Archives and Historical Dept., Cheyenne.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Wyoming
Journal Announcement: RIEOCT79
The teacher's guide contains 25 K-12 lessons which illustrate the activities of all ethnic groups in Wyoming. The Basque, British, Eastern European, German-speaking, Greek, and Italian immigrants are highlighted. Titles include "Costumes by Flannelboard," "National Basque Week," "Dolls From Our Heritage," "Cook-In/Dance-In Ethnic Celebration," "Graveyard Genealogy," and "Nutritional Value of Ethnic Foods and Dietary Food Patterns." Other topics include immigrant coal miners, folklore, ethnic child rearing practices, the transcontinental railway, and British and African immigrants. Activities include mapping, field trips, producing plays, drawing family trees, tasting ethnic foods, researching community cemeteries, writing ethnic autobiographies, writing folk tales, interviewing, and producing multi-media programs. Arranged in order of difficulty and sophistication, the activities are accompanied by identification of grade level and lists of objectives, materials needed, background information, and evaluation methods. (KC)

B. General Elementary Classroom Applications, Teaching Guides, Recommendations

ED178622 UD019735
The City Kids' Teachers' Book. Curriculum Series No. 38.
Endicott, Fran; Thomas, Barb
Cross - Cultural Communication Centre, Toronto (Canada).; Ontario Inst. for Studies in Education, Toronto.
1979 135p.; For a related document, see UD 019 520; Not available in paper copy due to institution's restriction; Photographs may be marginally legible
Available from: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($7.75)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); SERIAL (022)
Geographic Source: Canada/ Ontario
Journal Announcement: RIEMAR80
This curriculum program is designed to help children better understand the diversity of the multicultural society in which they live. The context is immigration and migration to Toronto, its causes, and the effect it has on the lives of the people who have migrated. Five themes are focused on within this context: the child, the family, the community, work, and migration and the city. Stories, poems, songs, activities, research projects, and photographs which relate to each theme are provided. Questions and/or activities that may be used by teachers to develop student understanding and to stimulate student interest in the program are outlined, and guidelines are provided to help teachers evaluate conceptual, skill, and attitudinal development among students in the program. In addition, resource lists for each section include suggestions for general reading, children's reading, useful directories, bookshops, publishers, resource centers, audiovisual distribution centers, and community centers and programs in Toronto. (EB)

ED177047 SO011981
Developing Sense Perception in the Multicultural Classroom.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Mar 1978 87p.; For related documents, see SO 011 979-983 and SO 012 041; Appendix may not reproduce clearly due to light and broken print type of original document
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIEFEB80
This guide provides group activities for teachers to aid in planning a multicultural curriculum for developing sensory perception in children. The guide emphasizes the cognitive processes involved in sorting out sensory data and the use of multicultural materials as resources for sensory experience. Activities are presented in six sections. Section I introduces the goals of the guide and discusses sensory perception as a system of sensing and thinking. Section II, Observation and the Senses, helps teachers to recall their own sensory awareness through a sense walk and presents an exercise in observing children involved in sensory experience. Activities in Section III, Touch, call for participants to explore the texture of a cornstarch/water mixture, develop a texture wordlist, examine materials of similar textures, and work with size and shape. Suggested classroom activities are included. Section IV, Tasting and Smelling, features multicultural food and cooking experiences. Section V, Hearing, presents a scavenger hunt in which participants must collect specified sounds on a cassette tape recorder. Participants also list classroom activities such as chanting, singing, listening to music from other cultures, and making instruments. Section VI, Sight, investigates patterns, symmetry, and spatial relationships. Each section presents objectives and worklists and allows participants to create relevant classroom activities. An appendix provides sample Native American recipes for the Tasting and Smelling section. (KC)

ED179426 SO012016

In Search of Ethnic Diversity: Multicultural Experiences Through Literature. A Mini-Course. Trainer's Manual.

Manna, Anthony

Maine Univ., Farmington.

Jun 1979 75p.; Several non reproducible handouts were removed from the appendices; Not available from EDRS in paper copy due to light and broken ink throughout much of the original

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Bureau No.: 451AH60892

Contract No.: G007700127; G007700128

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S./ Maine

Journal Announcement: RIEAPR80

The document presents a minicourse exploring multiethnicity in children's books and literature, introducing book selection aids, and emphasizing procedures for incorporating ethnic literature into the regular curriculum. The objective is to familiarize upper elementary and junior high teachers with resources and materials appropriate for making students aware of the multiethnic characteristics of American society. Lesson plans are offered for eight lecture/discussion sessions and a field-based project requiring the design of a two-week literature unit which includes examples of ethnic literature. Topics are entitled "Out of the Melting Pot and Toward Ethnic Diversity," "Definition of Ethnic Literature," "Values of Teaching Ethnic Literature," "How to Judge a Book: Theory," "How to Judge a Book: Practice," "Selected Resources for Teaching Ethnic Studies," and "Selected Models for Including Ethnic Literature in the Curriculum." Appendices include lists of book selection aids, resources for the adolescent, books about the black experience and the American Indian, ways to build appreciation and standards in literature, ways to analyze books for racism and sexism, studies of folk tales, how to judge a book, and two model unit plans for teaching literature. Transparencies and nonreproducible handouts from the appendices may be obtained from Dr. Manna at the University of Maine at Farmington. (CK)

ED163473 CS204536

Literature for Children and Young People in a Pluralistic, Multicultural Society.

Ranta, Taimi M.

.7198. 57p.; Guide prepared at Illinois State University

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S./ Illinois

Journal Announcement: RIEMAY79

The materials in this guide to a multicultural literature component at the elementary school level reflect the need to reorient both teachers and students to the pluralistic nature of United States society. Since an effective way to deflate the myth that there are "typical Americans" of a particular color or cultural background is to have students read and discuss the literature of the many cultures that contribute to American society, the booklists for the component include fiction about Blacks, American Indians, Puerto Ricans, Chicanos, Jewish Americans, and Oriental Americans. Other materials in the guide provide program objectives, course requirements, course content, evaluation procedures, a general reading list, possible assignments arranged in a course schedule, an example of a student book evaluation card, and a lesson plan outline for student small group discussion with accompanying student worksheet. (RL)

ED162938 SO011325

There's More than the Three R's to Those Early Years.

Skeel, Dorothy J.; Sterling, Ronald E.

Nov 1978 19p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978); Not available from EDRS in hard copy due to poor reproducibility of original document

Available from: Dorothy J. Skeel, George Peabody College, Box 165, Nashville, Tennessee 37203

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.

Journal Announcement: RIEAPR79

Twelve learning activities are presented for children in kindergarten through grade three to help develop skills of valuing, decision making, interpersonal relationships, and spatial awareness. Knowledge and skills in these areas will enable children to understand and effectively communicate with people of different cultures and lifestyles, and to participate more fully in their world. Kindergarten activities include identifying the uniqueness in thumbprints, cooperation experiences, and drawing a "me" map. Grade one activities examine personal needs and wants, characteristics of groups, and how to develop a classroom map. Activities for grade two focus on classroom rules, community problems, and location of other countries. Grade three activities study the world food supply and rules in the community. A buried treasure game employs skills of direction and location. Concepts, objectives, materials, procedures, and methods of evaluation are outlined for each activity. (KC)

ED165719 IR006390
CABOODLE: Project Progress Reports and Descriptions.
Southwest Texas Public Broadcasting Council, Austin.
1978 96p.; Parts may not reproduce clearly
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Texas Univ., Austin. Hogg Foundation for Mental Health.
Contract No.: 300-77-00465
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Texas
Journal Announcement: RIEJUN79
CABOODLE, an arts and humanities television series designed to introduce the elements of the arts as seen in painting, sculpture, architecture, music, dance, and drama to primary age children (K-3), consists of 13 fifteen-minute programs and an introductory program for teachers. Each program is an electronic field trip to help the teacher stimulate children's perception, exploration, and valuing. Included in this document are progress reports, project schedules, a survey of the literature, reports on the parents group, financial accounting reports, a schedule for CABOODLE pilots, a description of the program, lesson plan rationale, manuscripts for the first three segments of the program, and transcripts from meetings of the CABOODLE review board and curriculum design consultants. Formative evaluation methods are also outlined. (JEG)

ED150235 UD017925
Prejudice and Ethnocentrism; A Curriculum and Resource Manual for Elementary School Teachers.
Wei, William
Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.; Illinois Univ., Chicago Circle. Dept. of Policy Studies.
.7198. 100p.; For related documents, see UD 017 926-929
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN78
This manual was prepared to assist teachers in educating students on the nature of prejudice and ethnocentrism and how to deal with both of them. By focusing on the interrelated themes of self, similarities and differences, and coping with differences, the problem of prejudice is approached. The material on self is devoted to increasing students' self-awareness, self-recognition, and relationship to the larger society. The material on similarities and differences is devoted to pointing out the variety and vitality of a pluralistic society, and encouraging pride in students' own ethnic identity. Ways to cope with differences are addressed in the context of lifetime experiences in an ethnically varied society. This manual is divided into 5 modules, each addressing a specific aspect of one of these themes. Each module contains a variety of activities designed to increase students' awareness and understanding of prejudice. Then students are encouraged to think through the experiences presented and arrive at solutions to complex problems. The majority of the activities included are recommended for the upper elementary grades (4 through 8). The general approach, however, as well as a small number of the activities described are also appropriate for the primary grades. An evaluation form, annotated bibliography, and an essay on teaching children not to hate are appended to the manual. (GC)

C. Secondary Classroom Applications, Teaching Guides, Recommendations

ED182228 SO012327
Teaching for Cross Cultural Understanding.
Arlington County Public Schools, Va.
1978 287p.; Amount of funding on page two of original document was removed by ERIC.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Virginia
Journal Announcement: RIEJUN80
The document contains materials prepared for a workshop designed to foster cross-cultural understanding in junior high school teachers. It is presented in six sections. Section I defines several key concepts such as culture, racism, ethnic diversity, stereotype, pluralism, ethnic encapsulization, and types of teaching styles and dialects. Suggested activities for teaching cross-cultural understanding are also included. Section II contains summaries of group activities and workshop presentations; a list of teacher perceived needs and problems; a review of multicultural programs and resources in Arlington, Virginia; summaries of discussions on the black student's experience; and culture and communication. Section III topics include Afro-American communication, Black History facts, Hispanic learners and Anglo teachers, Korean and Vietnamese learners, and literature by the Afro-American. Section IV presents methods for learning more about foreign-born students, analyzing children's books for racism and sexism, using culture consultants, and counseling. Section V offers sample curriculum materials: a study guide to the Smithsonian exhibit, A Nation of Nations; a sample unit illustrating ways to use sports, music, and graphics to teach multicultural concepts; ways to use myths, legends, and folk ballads; and television as a resource for cross-cultural understanding The final section is an annotated bibliography of evaluation criteria, curriculum development guidelines, bibliographies, teacher evaluation methods, background materials, communication and curriculum materials, and teaching strategies. (KC)

ED177032 SO011966
Project Pet: Preserving Ethnic Traditions through Delaware High School Student Research.
Delaware State Dept. of Public Instruction, Dover
197[illegible] 127p.; For related document, see SO 011 967; Phot[illegible]hs may not reproduce clearly in paper copy from EDRS
Spon[illegible]ing Agency: Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Delaware
Journal Announcement: RIEFEB80
Government: State
The final product of an ethnic heritage studies project entitled Preserving Ethnic Traditions (PET), the document presents photographs and transcriptions of interviews by high school students with members of various ethnic groups. Carried out by 50 high school students from seven Delaware school districts, the interviews focus on values, cuisine, customs, dress styles, traditions, and artifacts among Slavic Americans, Amish, Pakistanis, Ukranian Americans, American Indians, Italian Americans, Afro-Americans, and Hispanics. Information includes recipes for native dishes, instructions for arts and crafts projects, and ways of expressing native hospitality. The interviews are organized into sections by ethnic group and by participating schools. For each section, information is presented on a project overview by interview teams, background of the ethnic group in the country of origin and in America, case studies of several ethnic group members, evaluation of the learning experience derived from participation in the PET project, and recommendations for program improvement. The document concludes with instructional materials developed for a PET orientation/training workshop, a directory of PET resource contacts, and background information on a project dealing with Indian culture in the eastern United States. (DB)

ED137005 95 RC009783
Enduring Heritages: A Guide to Multicultural Education in the Secondary School.
Grainger, Jane, Ed.
Menaul School, Albuquerque, N. Mex.
Mar 1977 171p.
Sponsoring Agency: Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Grant No.: G007501322
Available from: Menaul School, 301 Menaul Boulevard, N.E., Albuquerque, New Mexico 87107 ($4.00 plus $0.50 postage and handling). Limited number available
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77
During 1975-76, Menaul School, a private, coeducational four year high school for boarding and day students, served 137 Spanish-surnamed, 38 Anglo, 17 Native American, 4 Black, and 29 international students. Emphasizing the unique and valuable contributions of these diverse groups, multicultural education enabled the students to retain and develop their cultural identity while learning the values and lifestyles of mainstream America. During the year, multicultural themes were included in English, Spanish, French, sociology, history, New Mexico Studies, Native American Studies, environmental science, home economics, music, art, and religion classes. Unit outlines are given for: English ("The Diary of Anne Frank" and writings of Asian, Black, Mexican and Native American authors); social studies (regional folklore and history and New Mexico's history and culture); home economics (Chinese, Italian, Jewish, North American, Spanish/Mexican American foods); Christian Education (religious dances from various cultures); and science (Chaco Canyon). The five major events celebrated during the year are outlined--Black Heritage Day, Lunar New Year, Christmas, a Pow-Wow, and a Mini-Course Week. Appendices include: a discussion of current emerging needs and issues; guidelines for evaluating textbooks; a listing of the nutrient content of some Southwestern foods; eight New Mexican folk tales; and a student essay on Father Antonio Jose Martinez. (NQ)

EJ171982 FL510743
Le Planetaire (Around the World)
Rebouillet, Andre; And Others
Francais dans le Monde, 133, 78-84 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
This section, "Le Planetaire," contains an interview with Anne Slack on the American Association of Teachers of French and contemporary French culture, a review of a dictionary of familiar French for students, dates to remember, events of interest to French teachers and a general bibliography. (Text is in French.) (AMH)

ED138981 CS203348
The Humanities and Interdisciplinary Instruction.
Roen, Duane H.
1976 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, Illinois, November 25-27, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT77
This paper describes an interdisciplinary high school course, "Cultural Diversity in American Life," taught by an English teacher, a social studies teacher, and an art teacher. Designed to help students understand and accept differences in culture, the course consists of units on the black American, the American Indian, the Jewish American, and the American woman. The author tells how the three teachers work together to plan and conduct the course, lists objectives and materials for each of the four units, and describes some of the in-class activities of the course. A supplementary paper answers questions which are frequently asked about the course: How can such a course be "sold" to administrators? How should the teachers be selected? What problems are experienced in teaching the course, and how can they be eliminated? The author includes a list of some bibliographies on the literature of cultural pluralism. (GW)

EJ175822 FL510939
A Study of a Late Immersion French Program in Secondary School
Shapson, Stan; Kaufman, David
Canadian Modern Language Review, 34, 2, 186-93 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
A presentation of a study and evaluation of a late-immersion French program in British Columbia. Grade Ten students took one semenster in which French was the only language of instruction. Proficiency of these students increased significantly. The findings, along with previous research, suggest that late immersion is a feasible option. (AMH)

ED160767 08 CE017267
Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different.
Sheppard, N. Alan; And Others
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
1977 117p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 ($4.00)
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Virginia
Journal Announcement: RIEMAR79
Government: State
Intended to aid secondary school vocational education teachers, this document provides learning activities for educators to use in meeting the needs of culturally diverse students and outlines strategies to improve teaching effectiveness in overcoming cultural differences. Section I summarizes background information on cultural pluralism and the cultural diversity in education. Four groups are identified as constituting the majority of ethnic groups in the U.S.: Blacks, American Indians, Hispanics, and Orientals. While section II gives an overview of cultural diversity in vocational education, section III is divided into parts to cover the attributes of each of the four major ethnic groups. Both sections II and III contain learning activities, objectives, group activity sheets, informative handouts, and annotated resource lists for additional information. The learning activities in section III primarily consist of discussions designed to increase the teacher's awareness of how cultural heritages differ from the Anglo culture that dominates the school system and how these differences can affect school behavior and performance of culturally diverse students. Section III also provides activities aimed at developing teaching strategies that recognize the uniqueness of Black-, Hispanic- Asian-, and Native-American cultures. Section IV deals with implications for instructional strategies and the teacher's role in working with culturally diverse pupils, such as understanding the special psychological, emotional, and security needs of these students. (ELG)

V. Social Studies and Multicultural Education: K-12

EJ170628 SO505941
Curriculum Approaches to Canadian Ethnic Histories in the Context of Citizenship Education
Aoki, Ted T.
History and Social Science Teacher, 13, 2, 95-9 1978
Language: ENGLISH
Books in the Canadian Ethnic History Series are used to explore three curriculum approaches to citizenship education. The books are reviewed in terms of (1) increasing citizens' knowledge, (2) providing accurate interpretations of the experiences of specific ethnic groups, and (3) encouraging critical reflection about Canadian quality of life. (AV)

EJ168578 SO505791
Ethnic Education and Crosscultural Awareness
Dolgin, Ann B.
Trends in Social Education, 24, 1, 11-3 1977
Language: ENGLISH
When incorporating ethnic studies into social studies curricula, teachers should determine if (1) they personally advocate cultural pluralism, (2) they can present accurate historical information about subcultures despite textbook omissions, and (3) they are able to teach sensitive contemporary issues. For journal availability, see SO 505 790. (AV)

ED151276 SO010726
A Longitudinal Study of Man: A Course of Study. Volume I: Summary, Background and Design. Final Report.
Cort, H. Russell, Jr.; Peskowitz, Nancy
Antioch Coll., Washington, D.C.
30 Dec 1977 148p.; For related documents, see SO 010 725-729 ; Product of the Socials Studies Research Project
Sponsoring Agency: National Science Foundation, Washington, D.C.
Grant No.: SED-72-06289-A04
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL78
This document, the first volume of the summative evaluation of "Man: A Course of Study" (MACOS), focuses on motivation and achievement of students using the MACOS curriculum. The major purpose of the two-year study was to compare MACOS as it was taught in 57 fifth and sixth grade classes in 15 school districts with other social studies curricula taught in 51 comparison classes at the same grade levels. Classes selected for the study exhibited similar racial and socioeconomic characteristics, and were taught by persons with similar teaching experience. The study used pre- and posttests, tape recordings of class sessions, checklists, rating scales, and repeated interviews with teachers and students to determine what was taught, how it was taught, and what course outcomes were for students in areas of knowledge, skills, attitudes, and behavior. Nine measurement instruments were developed to assess achievement and attitude variables. Two instruments measured student ability to organize, interpret, and evaluate MACOS, social science, and ethnographic data. Other instruments evaluated student attitudes toward unusual customs, problem solving, social studies, and the suitability of vivid topics for elementary school students. Findings indicated similarity between MACOS and non-MACOS groups of classes on generalized tests of social studies and inquiry skills, and differences on tests that were curriculum specific. (Author/DB)

ED121662 SO009035
1976 Michigan Social Studies Textbook Study: A Study of Senior High School Government Textbooks.
Michigan State Dept. of Education, Lansing.
1976 143p.; For related documents, see ED 077 788 and ED 091 273
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG76
This 1976 review by the Michigan Department of Education of senior high school government textbooks used in Michigan schools suggests that the majority of textbooks are "grossly lacking" in terms of the fair inclusion of the "achievements and accomplishments of ethnic and racial groups," as specified in Act 127 (Social Studies Textbook Act) of the Public Acts of 1966. To determine the acceptability of 12 recently published and widely used government textbooks, 18 Michigan educators were selected to write two reviews each (36 reviews total). The books were noted on a five-point scale from excellent to very poor. Of the 12 books rated, 17 percent were rated excellent; 19 percent were rated good; 28 percent were rated fair; 36 percent were rated poor, and no books were rated very poor. Chapter titles of the study include (1) Introduction; (2) Government-Related Courses in American Education: A Historical Review; (3) Government-Related Courses in Michigan Schools; (4) Design of the 1976 Social Studies Textbook Study; (5) Results and Discussion; and (6) The Government Textbook Reviews. Appendices are included. (Author/DB)

ED152606 SO010454
Reinterpreting the History of the Social Studies.
Robinson, Paul
26 Nov 1977 15p.; Paper presented at Annual Meeting of the College and University Faculty Association, National Council for the Social Studies (57th, Cincinnati, Ohio, November 23-26, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG78
While pointing out some of the criticism being leveled at the social studies in recent years, this paper suggests a need to reassess the historical development of the social studies as part of the public school curriculum. It argues that such a reassessment is needed to resolve present difficulties and affect future possibilities. The period 1890-1920 is crucial to examine. Concern during this period for the manner in which young people were educated to fulfill their political, social, and economic roles played a prominent role in the development of the social studies. Since sufficient historical perspective has not yet been obtained, three possible models are offered to interpret the formative history (1890-1920) of the social studies: the conventional model views its development as an inevitable outgrowth of national progress; the revisionist model saw it as an effort to produce quiescent labor for capitalistic enterprise; and the cultural politics model saw social study's emergence as a reaction to cultural disintegration. Since 1920 the direction of the social studies has been influenced by three competing traditions: the conventional tradition emphasizes social science content; the second tradition centers on inquiry process; and the third tradition focuses on citizenship. (Author/JK)

ED153902 SO010840
San Mateo City School District Social Studies Guidelines.
San Mateo City Elementary School District, Calif.
1978 108p.; Pages 40-99 may not reproduce clearly in hard copy due to colored paper in original document
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP78
The guidelines are designed as a framework around which K-8 classroom teachers can develop a social studies program. The guidelines were developed to provide activities and materials which help students progress from simple to more complex levels of learning and to help teachers better assess social studies knowledge and skill of incoming students. The subject matter and concepts of the materials and activities focus upon human behavior and social interaction. Objectives of the social studies program are to enable students to acquire and recall basic knowledge, understand social science concepts, develop intellectual and work study skills, and understand and respect individual and cultural differences. Course titles for grades K-8 are Me, People, Groups, Communities, Planet Earth, United States Studies, Man: A Course of Study, World History, and American Studies. Activities which relate to content, skills, and self-awareness, involve students in defining terms and concepts, working in groups, class discussion, singing songs, reading and writing assignments, collecting pictures, identifying cultural traits, and describing roles of persons important in United States history. For each activity, information is presented on grade level, type of understanding or skill which the activity seeks to develop, performance objectives, vocabulary definitions, and background. Information is also presented to teachers on criteria for selecting content, teaching about concepts, testing for conceptual understanding, developing skills, and dealing with moral reasoning in a non-controversial manner. (Author/DB)

ED177027 SO011643
Cultural Analysis and Personal Identification: A Basic Skill in Social Studies.
Searles, John E.
May 1979 17p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S./ Pennsylvania
Journal Announcement: RIEFEB80
Teachers and curriculum developers should organize cultural materials within a conceptual framework which explains how to classify the behavior of any cultural group. This would help elementary and secondary students in social studies classes learn about their own and other cultures. This conceptual framework must represent all major realms of culture--concrete, human, and abstract--and be able to explain different dimensions of these realms. For example, in the concrete world, there is the material dimension involving fads, fashions, needs, wants, and consumer choices, and also a spatial dimension which determines how humans divide space into territories they can manage. In the human realm, external and internal dimensions influence social activity, interpersonal interactions, role modeling, and self-concept. In the abstract world, there are four dimensions--temporal, ideational, aesthetic, and spiritual. These dimensions influence how people measure time, construct and communicate ideas, seek beauty, and express faith through rituals, festivals, and religions. Educators can use conceptual framework based upon these abstract constructs to organize a curricular structure for social studies, view a given culture, study the culture of the classroom, and help students organize knowledge of themselves and their culture. (DB)

ED146078 SO010357
Some Essential Learner Outcomes in Social Studies. Curriculum Bulletin No. 43
Wangen, Roger, Ed.
Minnesota State Dept. of Education, St. Paul. Div. of Instruction.
1977 81p.; Not available in hard copy from EDRS due to small type size of much of the original document; Pages 15-25 of the original document are copyrighted and therefore not available. They are not included in the pagination
Available from: Roger Wangen, 640 Capitol Square Building, Minnesota Department of Education, Saint Paul, Minnesota 55101 (free, limited supply)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAR78

The document consists of collected articles which provide information to teachers on constructing goals for K-12 social studies and developing learning activities which implement those goals. The project was undertaken in response to national interest in citizenship education and in an attempt to enable teachers to identify basic skills to which social studies can contribute to offset national test score deterioration, enrollment decline, and program fragmentation. In order to clarify and seek agreement on social studies objectives, the authors identified quality aspects of existing social studies programs, adapted concepts from the social sciences for K-12 usage, and questioned teachers as to why students should study social studies. Although selection of objectives is the main purpose of the document, specific activities are suggested. These include brainstorming sessions to identify concepts and problems, group discussion of data and assumptions, educational games, interviews, newspaper and library work, data analysis, and systematic observation. Materials offered to aid teachers in selecting process, cognitive, and affective objectives include a survey which asks teachers to rank knowledge, attitudes, and competencies from most important to least important; a social studies education rationale questionnaire; a feedback list; and background information on citizenship education and educational improvement. The appendix recommends teaching strategies for dealing with major social studies concepts by discipline and in an interdisciplinary manner. (Author/DB)

ED164500# SP013515
Multicultural Canada; A Teachers' Guide to Ethnic Studies. Curriculum Series/36.
Wood, Dean D.
Ontario Inst. for Studies in Education, Toronto.
1978 138p.
Available from: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6
Document Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: Canada/ Ontario
Journal Announcement: RIEMAY79

This teaching guide provides an orientation and rationale for ethnic studies in social studies curricula, the necessary social science background material, teaching units, and recommendations about instructional materials. Questions are addressed concerning the nature of ethnic studies, who should be studied, how ethnic studies relate to other areas, what student goals should be established, interdisciplinary and organizational approaches, and kinds of materials. Five units of curriculum and instruction are identified, and a large selected bibliography of instructional materials covers a variety of topics in ethnic studies and provides extensive citations on individual ethnic groups. Each of the instructional units includes a theme, objectives, and teaching strategies. (DS)

VI. Global Education; K-12; Teacher Education

ED166126# S0011521
Schooling for a Global Age.
Becker, James M., Ed.
Institute for Development of Educational Activities, Dayton, Ohio.
1979 345p.
Available from: McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($12.50, hard cover)
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010)
Geographic Source: U.S./ New York
Journal Announcement: RIEJUN79
The book explores objectives, needs, and practices in the area of global education in elementary and secondary schools. Major purposes of the volume are to present a comprehensive, up-to-date examination of existing programs, characterize components of an ideal global education program, and provide advice to educators as they develop and implement global education programs. Major topics discussed in the nine chapters include a scenario of a visit to an imaginary world-centered school, evaluation of the impact of world events on everyday life, world-centered educational alternatives, obstacles in the path of global education perspectives, imperatives for global education programs, affective and cognitive objectives of global education for elementary schools, models of world-centered schools, international student exchange programs, and an agenda for global education action. The document concludes with an annotated bibliography arranged in six parts: (1) imperatives and issues, (2) instructional materials, (3) sources for additional materials, (4) pertinent periodicals, (5) projects, programs, and agencies, and (6) research studies. (DB)

ED166069 S0011113
Towards Intergroup and Global Solidarity Via Teacher Training. Teacher Training as a Vehicle in Fostering Intercultural Awareness, Intergroup Understanding, and Global Solidarity: A Collection of Abstracts. No. 60.
Bjerstedt, Ake, Ed.; Gustafsson, Evy, Ed.
School of Education, Malmo (Sweden).
Jun 1978 112p.; Abstracts compiled within the Malmo Project on Equality Attitudes
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: Sweden
Journal Announcement: RIEJUN79
This annotated bibliography identifies over 100 resources available through the ERIC system. It focuses on the improvement of inservice or preservice teacher training for the purpose of fostering intercultural awareness, intergroup understanding, and global solidarity. Topics listed include international understanding via student teaching abroad, developing creative materials for teaching the culturally different child, evaluation of curriculum materials, and reviews of literature related to segregation and racism. Some descriptions of training institutes for teachers and school administrators are also included. Entries for the bibliography were located in the ERIC system from 1966-1976. Information is included on author, title, institutional source, publication date, number of pages, ERIC accession number, and availability from the ERIC Document Reproduction Service. A 200-word abstract and ERIC descriptors are included. (KC)

ED146683 S0010571
World Study Action.
Bolam, David W., Ed Seymour, Roland P., Ed.
World Council for Curriculum and Instruction, New York, N.Y.
.7196. 107p.; Funds were provided by the Longview Foundation, New York, for this publication
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY78
Focusing upon training teachers for a world perspective, the report presents papers by educators from Hong Kong, Nigeria, England, and the University of Indiana. The first part of the paper describes the Trans-Cultural Teacher Education Project. The basic objectives of the project are to enable people to understand human nature in greater depth, develop decision-making skills based upon moral values, and generate teaching materials with a global perspective. The report presents eight papers. The first paper recommends that undergraduate comparative education courses stress priorities for expenditure of the human and financial resources available for education. The second paper lists issues for discussion in a global perspectives course. The third paper presents a profile of developing countries to aid teachers in developing world studies programs. The fourth paper enumerates contributions of the social science disciplines to understanding of and teaching about industrial societies. The fifth paper cites an outline for an elementary school global perspectives curriculum course. The sixth paper draws parallels between human behavior and social organizations and explains how knowledge about controlling agression can be utilized in world studies courses. The seventh paper describes an anthropological approach to world studies (the Pattern of Life Style approach). The final paper explores approaches to teaching decision-making skills. Appendices are included. (Author/DB)

ED135715 S0009838

Techniques and Materials for Global Studies: Groton Follow-up Conference.

Global Development Studies Inst., Madison, N.J.

4 Dec 1976 24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PROCEEDINGS (021)

Journal Announcement: RIEJUL77

Designed for secondary school teachers who are at the initial stages of teaching global studies or introducing global concepts into their courses, this paper reviews ways (1) to introduce an awareness of global issues and the interdependence of our planet and (2) to develop related cognitive skills. Techniques and materials relevant to this teaching are presented. The first section describes 25 activities to help students build global perspectives in terms of cultural awareness, awareness of global interdependence, understanding of the overlapping nature of world problems, understanding the reciprocal roles of the world and the United States, and understanding the need to question and evaluate written and oral statements. Section two suggests 30 activities to help incorporate cognitive knowledge into a global perspective. These involve use of computers, local ecological studies, personal food intake records, map study, and statistical tables. Content areas in which these activities can be performed include economics, history, geography, mathematics, science, and foreign countries. This indicates that global studies is interdisciplinary in nature. An annotated bibliography of relevant materials lists 15 books, nine publications, three simulations, and 24 organizations. Addresses are given for all references. (AV)

ED171621 S0011717

A Step-by-Step Guide for Conducting a "Consensus and Diversity" Workshop in Global Education. School Improvement through Global Education.

Kinghorn, Jon Rye

Charles F. Kettering Foundation, Dayton, Ohio.; North Central Association of Colleges and Schools, Boulder, Colo.

1979 91p.; For related documents, see SO 011 718-719 ; Parts may be marginally legible due to colored background

Available from: Charles F. Kettering Foundation, 5335 Far Hills Avenue Dayton, Ohio 45429 (free)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S./ Ohio

Journal Announcement: RIEOCT79

The document explains how to plan a two-day orientation workshop in which high school faculty and staff examine global issues prior to developing and implementing a global education program. In addition to increasing awareness of global issues, the program is intended to improve the educational environment by promoting cooperation between students, teachers, administrators, and community members. The workshop requires that common goals be agreed on by all participants. After initial consensus is reached, diversity is encouraged in seeking suggestions to solutions of global problems. The workshop stresses commitment by school staff for a one-year classroom study of global issues, support by superintendent and school board, and a statement of workshop goals by the project steering committee. Workshop activities are carried out in small groups consisting of individuals representing different ages, sexes, experiences, disciplines, personalities, and philosophies. Workshop sessions focus on topics such as time lines for the future, attitudes, values, and peace. Activities involve participants in discussing issues, playing educational games, creating time lines, filling in handouts, writing statements about various global problems, ranking issues and solutions, and analyzing parables. After participating in a workshop, teachers will be better able to help students consider alternative value systems, develop greater respect for other people, and increase awareness of global issues. (DB)

ED150087# SO010713
Handbook for Global Education: A Working Manual.
Kinghorn, Jon Rye; Shaw, William P.
Charles F. Kettering Foundation, Dayton, Ohio.
1977 112p.
Available from: Charles F. Kettering Foundation, Box 628, Far Hills Branch, Dayton, Ohio 45419 (single copies free, additional copies $4.00 each, paper cover)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN78

The handbook gives step-by-step directions for planning and conducting a five-day workshop in the area of international or global education. Although it is designed for educators of K-12 students, the guide can be adapted for use by leaders of church or other community organizations. The preface stresses that it is essential to have received workshop training before attempting to implement this program. The handbook explains how to organize small working groups which develop "we agree" statements of values and goals. This group concensus approach stresses the importance of setting clearly understood and attainable goals for school or community groups who plan to implement programs of global awareness. Workshop goals include becoming better acquainted with participants, learning to respect others' values, experiencing group dynamics skills and interdisciplinary group planning skills, realizing the impact of global issues on the community and individuals, and establishing a plan for continued study and implementation of global education. Each chapter in the manual explains how to schedule each of the five days during the workshop. Activities include personal introductions, small group discussion of conflicting values and issues, films, role playing, and presentation of exemplary global education materials. The manual includes lists of suggested films, sample goal statements, and readings to facilitate group discussions. (AV)

ED183456 SO012382
Global Studies for American Schools.
Mehlinger, Howard D.; And Others
National Education Association, Washington, D.C.
1980 85p.
Sponsoring Agency: Indiana Univ., Bloomington. Social Studies Development Center.; Office of Education (DHEW), Washington, D.C.
Available from: National Education Association, 1201 16th St eet, N.W., Washington, DC 20036 ($4.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEJUL80

The book provides a rationale for teaching global studies, offers six model lessons, suggests how teachers can assess their own global studies programs, and cites additional resources for global studies. It is presented in four chapters. Chapter I states the rationale as the need to develop a global perspective in order to understand and function effectively in the world today. Schools have the primary responsibility for this development. Chapter II offers six lessons, which are designed for junior high school students but can be adapted for elementary or secondary students. Topics cover the relationship between human society and the natural environment, communication, benefits and problems of industrialization, energy, differing cultural lifestyles, and human rights. Each lesson requires one to two or more class periods and includes an introduction, objectives, suggested procedures, and student materials. Techniques include reading, discussion, role play, research, simulation, debate, and gaming. Chapter III discusses program evaluation and provides a checklist. It also discusses student evaluation, offering suggestions for establishing objectives in four areas: knowledge, abilities, valuing, and social participation. The final chapter lists selected resources for global studies, citing general publications, organizations, catalogs, guides, and directories. It provides checklists for helping teachers to identify possible resources in their own community and to evaluate materials for classroom use. (JH/CK)

EJ178559 S0506263
A Global Education Program Can Make a Difference
Mitsakos, Charles L.
Theory and Research in Social Education, 6, 1, 1-15 1978
Language: ENGLISH
Reviews an evaluation of the "Family of Man" social studies program for elementary global education. Summarizes the rationale for the evaluation study, unique characteristics of the program, materials and treatment groups, assessment instruments, findings, and conclusions. (Author/AV)

ED130962 S0009545
Global Studies: Problems and Promises for Elementary Teachers.
Overly, Norman V., Ed.; Kimpston, Richard D., Ed.
Association for Supervision and Curriculum Development, Washington, D.C.
1976 82p.
Available from: Association for Supervision and Curriculum Development, 1701 K Street NW, Suite 1100, Washington, D.C. 20006 (order stock no. 611-760-86, $4.50 paper cover)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEMAR77
This publication identifies rationale, content, and materials for teaching about world problems in the elementary school. Intended predominantly for use by classroom teachers and supervisors, the publication is also a useful resource for teacher training. It contains four chapters. Chapter I, A Perspective on Global Studies, reviews the historical precedent of global education, focuses on the individual in world affairs, and explains why global studies belongs in the elemenfary curriculum. Chapter II, An Approach to Global Studies: Balancing Problems and Promises, suggests organizing themes for teaching international affairs with an integrated approach. In this section selected problems such as food crisis and hunger, war and conflict, and pollution are described. Chapter III, Who's In Charge--How to Proceed, explains how to develop and implement a global studies curriculum and how to assess curriculum materials. Chapter IV, Resources for Teachers, suggests background materials on population, resource shortages, food crises, environmental pollution, war, conflict and nuclear proliferation, income disparity and poverty, urbanization and urban deterioration. Of the background resources listed, 49 are briefly annotated and 35 are indexed but not annotated. A list of films and a directory of project supporters are included in the document. (Author/DB)

ED147231 S0010490
Cross Cultural Education: Teaching toward a Planetary Perspective. The Curriculum Series.
Williams, Robert L.
National Education Association, Washington, D.C.
1977 63p.
Available from: NEA Order Department, The Academic Building, West Haven, Connecticut 06516 ($3.25 paperbound)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAPR78
The report offers practical suggestions, organizational strategies, and educational concepts to classroom teachers and curriculum developers for designing and implementing polycultural programs. Polycultural education is defined as experiences provided by the school which enable students to appreciate their own and other people's ethnocultural dimensions. Polycultural education deals with broader cultural considerations than multicultural education and includes programs in religion, geographic residence, political views, racial characteristics, and socioeconomic status. Major objectives of the report are: (1) to point out the need for a polycultural education for every American student; (2) to stress the responsibility of American education for inculcating high levels of international ethnocultural literacy; and (3) to suggest ways of developing and implementing polycultural programs. Chapter I presents major precepts of a polycultural curriculum. Chapter II outlines the organizational structure of a sample high-quality polycultural program. Chapter III explains how in-service education workshops can develop teachers' polycultural skills. Chapter IV deals with financing polycultural programs. Chapters V and VI discuss the involvement in and reaction of community groups, liberals, and intellectuals to polycultural programs. The final chapter examines ways in which polycultural education can help revitalize the racial, social, and cultural health of America. (Author/DB)

VII. Evaluation of Print and Non-Print Materials

ED177048 SO011982
Selecting Children's Books with Multicultural Perspective.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Nov 1977 92p.; For related documents, see SO 011 979-983 and SO 012 041; Pages 54-56, Appendices A and B are poor copies and may not be legible from EDRS in paper copy. Page 84 of Appendix A is not available
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIEFEB80
This guide, comprised of three lessons, is designed to train teachers to select children's books with a multicultural perspective. The preliminary lesson introduces and describes the learning unit and states the objectives. Objectives are to understand the importance of judging books for their inclusion of minority culture experience based on current research, to understand the importance of including materials relevant to the experience and culture of people of many cultures in all classrooms, and to develop skills in analyzing the illustrations and written content of children's books in terms of the perspective of different cultures. Lesson I presents guidelines, exercises, and worksheets for analyzing illustrations. Cartoons and illustrations are included. In Lesson II participants analyze a child's book for its similarities to and differences from their own personal experiences and from the perspective of a particular culture. The example provided focuses on a black perspective. Teachers read an article, classify the information into cultural group categories, and participate in group discussions about the article. Also, the participant uses an assessment instrument to analyze the written content of children's books. An article, Black Perspective in Books for Children, and an example of a written content analysis of a book are included in appendices. (KC)

ED162945 SO011336
Evaluating Multiethnic Materials.
Garcia, Jesus
1978 10p.; Paper presented at Annual Meeting of National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S./ Texas
Journal Announcement: RIEAPR79
The problem of identifying good ethnic studies materials is a result of the large amount of materials produced in the 1960s and of the currently renewed interest in ethnic studies. Four types of materials are available to elementary classroom teachers: ethnic information, single-ethnic approaches, minority or European-ethnic approaches, and multiethnic approaches. Ethnic information materials highlight a certain group's achievements. Although designed for enrichment purposes, this material occasionally distorts the image of the targeted group. Materials include coloring books, calendars, folk tales, and family history projects. Single-ethnic approaches include group histories written from an ethnic perspective. However, groups are often portrayed from a "problems perspective" and in contrast to white Americans. Learning packets such as "Chinese Americans Past and Present" (Association of Chinese Teachers, San Francisco) and "An Album of Jews in America" (Anti-Defamation League of B'nai B'rith, New York) are examples. Minority or European-ethnic approaches present experiences of more than one ethnic group and usually outline the uniqueness and similarities among groups. However, separateness is often given greater emphasis. Examples are the filmstrips "American Children" (Children's Book and Music Center, Los Angeles) and "The Toymaker" (Anti-Defamation League of B'nai B'rith). Multiethnic approaches present a realistic and balanced view of groups. The aim is to present the pluralistic nature of society as positive. Two learning kits are "Ethnic Heritage: A Living Mosaic" (J.C. Penney Company, New York) and "Multicultural Understanding" (Riverside Unified School District, California). The process employed when selecting any ethnic materials is similar to the one used when selecting other materials: the teacher must match the learner with the appropriate materials. (KC)

ED150237 UD017927
Guidelines for the Evaluation and Selection of Ethnically Valid Instructional Materials.
Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.
Jul 1975 26p.; For related documents, see UD 017 925-929
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN78
The Illinois School Code requires that the teaching of history in the state's public educational institutions include a study of the role and contributions of American blacks and other ethnic groups. A related objective states that instructional materials should accurately depict and reflect the diversity of American society and the contributions of various racial and ethnic groups. In this document guidelines are offered for the evaluation and selection of such materials. Use of the guidelines is recommended for teachers, school administrators and board members, and community groups. In addition, it is hoped that textbook publishers will use the suggestions in the document in the creation of new materials. Considerations that should be involved in any analysis of the philosophical, written, and pictorial content of instructional materials and in the development of curricula are outlined. The process by which ethnic content can be analyzed is explained. Examples of errors in multiethnic literature are cited, and analytical and corrective procedures are demonstrated. Questions are suggested for evaluation of the general content and quality of materials under consideration. (GC)

ED169543 CS204772
The Evaluation Process.
Washburn, Judith M.
Aug 1978 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S./ California
Journal Announcement: RIESEP79
Before teachers can heed recent calls for planning literary experiences that expose children to books about people in other cultures, they need to evaluate the books on the many ethnic booklists. This evaluation process can be confusing, due to the varying quality of multiethnic literature for children. There are five questions that teachers should consider in evaluating multiethnic books: (1) Are there stereotypes in words or pictures? Stereotyping frequently occurs in language, in the patterns of daily life presented, and in the pictures. (2) What does the story imply? The plot, theme, or tone may contain hidden meanings that convey a distorted view of an ethnic group; further, stories may deal only with the past history of a culture or may omit major aspects of a culture in their portrayals. (3) What are the author's qualifications? The author must have knowledge of the customs, habits, and attitudes of a group to present them accurately. (4) When was the book published? Many older books reflect outdated attitudes, contain offensive vocabulary, and portray stereotyped situations. (5) What is the literary merit of the book? The literary elements of a work must be carefully drawn, insightfully developed, and adequately concluded. In conclusion, teachers must evaluate the available literature and offer those books that present the best, most honest picture of our multiethnic society. (GT)

VIII. General Bibliographies, Print and Non-Print

ED173215 SO011774
Ethnic Heritage Project General Bibliography.
Berman, Edward H.
Louisville Univ., Ky. School of Education.
Oct 1977 49p.; For related documents, see ED 150 043 and SO 011 775-786; Page 12 is missing and therefore not available in original document
Sponsoring Agency: Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Kentucky
Journal Announcement: RIENOV79
The document lists approximately 280 ethnic heritage-related materials. Bibliographic citations for anthologies, plays, speeches, autobiographies, films, filmstrips, study guides, curriculum outlines, learning activities, and critical and historical studies for works published from 1950 through 1976 are annotated. The materials consider cultural conflicts, chronicle the history of cultural groups in the United States, and present the art, music, dance, literature, and religion of ethnic groups. The general bibliography categories are American Indian, Asian, Australian, Black American, Caribbean, Chinese, French, German, Greek, Irish, Italian, Japanese, Jewish, Latin American, Polish, Puerto Rican, Russian, Spanish/Portugese, General, and Professional. Entries are organized alphabetically by author according to type of material. (DB)

ED189018 SO012717
Filmstrips for Area Studies: A Critical Evaluation of K-12 Learning Materials. Occasional Paper No. 7.
Lipsky, William; And Others
California Univ., Los Angeles. Graduate School of Education
1980 293p.; For related documents, see ED 133 239-242 and ED 137 213.
Sponsoring Agency: California Univ., Los Angeles. African Studies Center.; California Univ., Los Angeles. East Asian Studies Center.; California Univ., Los Angeles. Von Grunebaum Center for Near Eastern Studies.
Available from: Curriculum Inquiry Center, University of California at Los Angeles, 334 Moore Hall, Los Angeles, CA 90024 ($3.00)
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S./ California
Journal Announcement: RIENOV80
This publication contains critical analyses of filmstrips dealing with five major world areas: Russia and East Europe, Latin America, Africa, Asia, and the Near East. The filmstrips are for use in elementary and secondary classrooms. One hundred and fifty filmstrips produced between 1970 and the present and available from commercial publishers and distributors were chosen for inclusion. Each filmstrip was reviewed by at least two persons, one with expertise in the content area and one with expertise in curriculum and instruction. The evaluations are organized by area under study and by grade level within each area. Bibliographical data provided for each entry includes title of filmstrip, publisher, publication date, grade level, and filmstrip components. The evaluation contains a description of the filmstrip's subject matter and major themes, a critical evaluation of the strengths and weaknesses of the filmstrip, and a discussion of the Teacher's Guide. The evaluation instrument utilized is included. This publication is the second stage of the Multicultural Education Project of the UCLA Curriculum Inquiry Center which was established to further multicultural studies in the K-12 area. In the first stage of the project, center staff developed annotated bibliographies of print and nonprint learning materials dealing with the five major world areas. (Author/RM)

ED156580 S0010974
Ethnic and Cultural Studies: A Bibliography.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
1978 25p.; Not available in hard copy from EDRS due to poor reproducibility of original document
Available from: Maryland State Department of Education, Division of Library Development and Services, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240 (free, limited supply)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIENOV78
The pamphlet is a resource list of bibliographies and sources of print and nonprint materials designed to help library media centers and teachers select curriculum materials about ethnic groups. Racial and ethnic groups which the materials emphasize include Jews, blacks, Mexican Americans, Puerto Ricans, Italians, Japanese, Vietnamese, American Indians, Eskimos, Greek Americans, Scandinavians, Polish Americans, and Irish Americans. All but two of the 28 main entries were published during the 1970s. The entries, which are listed alphabetically by title, offer information on publisher, price, purpose of materials, grade level, ethnic groups covered, types of media included, indexes (if applicable), and feature sections. The resource materials include books as well as filmstrips, study prints, cassette recordings, games, posters, periodicals, and government documents. The pamphlet also presents a directory of publishers, an index by ethnic group name, an annotated list of ten reference books about ethnic education, a list of six sourcebooks, and ten institutional sources of information. (AV)

ED190736 UD020925
ERIC References on Urban and Minority Education.
Rothstein, Pauline M., Comp.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Equal Opportunity Review, May 1980
May 1980 13p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-77-0071
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); ERIC PRODUCT (071)
Geographic Source: U.S./ New York
Journal Announcement: RIEDEC80
This issue of the "Equal Opportunity Review" is devoted to an annotated bibliography to be used as a guide to recent literature on urban and minority education accessible through the ERIC system. The following topics are addressed in the bibliography: (1) integration and urban life (46 citations); (2) bilingual, bicultural, and multicultural education (17 citations); (3) ethnic and racial groups (24 citations); (4) higher education (22 citations); and (5) sex equity (31 citations). Information on document availability is included. (MK)

ED164703# UD018993
Cultural Awareness: A Resource Bibliography.
Schmidt, Velma E.; McNeill, Earldene
National Association for the Education of Young Children, Washington, D.C.
1978 122p.
Available from: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 ($4.75)
Document Not Available from EDRS.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEMAY79
This annotated bibliography cites books for children and resource materials such as books and articles, bibliographies, catalogs, and periodicals for adults which deal with various aspects of different cultures. Posters, pictures, records, films, filmstrips, slides, dolls, and museums which pertain to particular cultures are also listed. Separate sections focus on Asian Americans, Black Americans, Native Americans, Spanish-speaking Americans, and multicultural resources. Also included are suggestions for analyzing children's books for racism and sexism, and a resource directory. (EB)

ED190681 UD020454
Children's Books for Learning: A Bibliography of Multi-Ethnic Resources for Classroom Use.
Wall, Naomi
Cross-Cultural Communication Centre, Toronto (Ontario).
1979 46p.; Illustrations may not reproduce well.
Sponsoring Agency: Department of the Secretary of State, Ottawa (Ontario).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: Canada/ Ontario
Journal Announcement: RIEDEC80
This annotated bibliography was compiled for use in multiethnic classrooms and with working class children. The common theme of the materials is the working, family, and community lives of the people depicted in the stories, poems, and songs presented. The bibliography is divided into three sections. The first lists materials appropriate for use with first through sixth graders: folktales and legends, poetry, materials written by children, histories, books for teaching social values, and storybooks. The second section contains resources for grades six through eight: novels and folktales, short stories, poetry, ethnic histories, and comic books. Two types of materials for teachers are presented in the third section: those for classroom use and those to be used for background reading. (MK)

IX. Desegregation, Integration

ED166310 UD019084
Report of the Ad Hoc Committee on Integrated Educational Programs.
California State Dept. of Education, Sacramento.
1978 92p.; Not available in hard copy due to institution's restriction
Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.60)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ California
Journal Announcement: RIEJUN79
Government: State

In this report, 22 successful integrated educational programs in California are described in terms of school environment, services offered, grade levels served, curriculum emphasis, number and ethnic composition of participants, funding, location, staffing, special facilities, method of bringing students together, time students spend in program, visitor information and descriptive literature available, and program contact. The histories and activities of the programs, which range from preschool through secondary levels, are summarized. Appendices provide definitions of terms, samples of Ad Hoc Committee on Integrated Educational Programs correspondence, and information on programs nominated for consideration by the Ad Hoc Committee. (WI)

ED189218 UD020698
Milwaukee ESAA Title VII Magnet School Program. Evaluation Report: 1978-1979.
Milwaukee Public Schools, Wis.
1979 288p.; Photographs may be marginally legible.
Bureau No.: 589AH80048
Grant No.: G007805141
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S./ Wisconsin
Journal Announcement: RIENOV80

Funds provided by the Emergency School Aid Act Title VII Magnet Project in 1978-1979 were largely responsible for attainment by the Milwaukee Public Schools of voluntary desegregation through specialty schools designed to meet a variety of student needs and interests. The positive impact of magnet schools on system goals was confirmed by evaluation findings showing that (1) the majority of magnet program students reported that, compared with the previous year, they had more friends of other races and ethnic groups and attributed this to school-initiated activities; (2) magnet third and seventh grade students exceeded 1977-1978 city-wide reading and mathematics achievement with a larger percentage of high scorers and a smaller percentage of low scorers; (3) 86% of magnet parents reported satisfaction with their children's educational program; (4) 80% of high school students reported that they liked their magnet career specialties and 70% intended to re-enroll; and (5) the multicultural climate of magnet schools was assigned a significantly higher rating than comparable non-program schools. The few negative findings were limited to two failures to meet standards of racial balance and minor deviations from the high criteria set for program objectives. (Author/MK)

ED175934 IM009673
Formative Evaluation of an ESAA-Funded Television Pilot Program on Desegregation.
Strand, Theresa
Apr 1979 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEJAN80

Funded by the Emergency School Aid Act (ESAA), a television series on high school desegregation, "As we see it," was developed by the Chicago, Illinois public television station, WTTW-TV. The series was intended to improve understanding of social issues relating to desegregation among racially and ethnically diverse groups, and was developed with the help of student co-producer teams. The pilot program for this series was field tested on a nationwide sample of 1,245 high school students. A variety of methods were used to collect data, including a literature search; content analysis of the pilot program and of program objectives; observation of teenage audiences' behavior while viewing the program; written questionnaires; interviews with students and teachers after viewing; and followup interviews held several weeks later. The data were used to evaluate the series' appeal, students' attention, increased acceptance of cultural differences, and cognitive gains. Results indicated the potential of the series for instructional purposes and for assisting school districts concerned with desegregation. (Detailed descriptions of two segments--"Graduation Flashbacks" and "Charlie Brown"--are included). (GDC)

See also: "Reach: A Multicultural Education Resource Handbook for San Francisco Bay Area," pp. 20-21.

X. Women: Non-Sexist Curricula, Materials and Bibliographies
A. Bibliographies (See also General Bibliographies)

ED178426 SO012088
Sources of Strength: Women and Culture. Annotated Bibliography.
Katz, Elizabeth
Far West Lab. for Educational Research and Development, San Francisco, Calif.
1979 167p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: Education Development Center, 39 Chapel Street, Newton, MA 02160 ($3.00 paper copy)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ California
Journal Announcement: RIEMAR80

The bibliography contains annotations of teacher background and student learning materials published through 1976 designed to help secondary school students learn about ways women in various cultures have lived their lives and perceived their choices, and to relate the information to their own lives and choices. It is meant to accompany a teacher's guide for a secondary school course available from the Education Development Center, titled "Sources of Strength: Women and Culture," but can be used separately. Kinds of materials include journals, journal articles, books (fiction and non-fiction), papers, oral histories, anthologies, films, bibliographies, primary sources, plays, videocassettes, videotapes, and filmstrips. The introduction explains the bibliography's organization and selection criteria, and suggests ways for the teacher to localize or expand it. Seven sections cover materials related to women in Africa, women in China, African-American women, Chinese-American women, cross-cultural references, oral history, and personal lives. Each section is divided into subsections entitled teacher background materials, student learning materials, bibliographies, and ways to keep current. Each entry includes publisher information, addresses for those items not in Books in Print, Ed numbers for those in ERIC, and annotations indicating overview, relevant chapters or material, strengths, and weaknesses. For audiovisual materials, length, color, and rental information is given. (CK)

ED162007 UD018703
Bibliography of Multi-Ethnic and Sex-Fair Resource Materials.
Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
Sep 1976 34p.; Not available in hard copy due to variable legibility of the original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Massachusetts
Journal Announcement: RIEMAR79

This annotated bibliography lists both nondiscriminatory instructional materials (largely audio-visual) for classroom use and works for teachers' use that promote multi-ethnic and sex fair education. The materials listed include films, filmstrips, slide presentations and video tapes, bibliographies of curriculum materials, books, handbooks and periodicals to promote nondiscriminatory education, and research studies examining bias in school texts and environments. Materials such as tests, fact sheets and educational toys from the Women's Action Alliance and other resource centers are included. Aspects of audio-visual materials to analyze for racist and sexist content are suggested. (KR)

B. Curricula, Materials

ED156754 UD018364

Guide to Implementing Multicultural Non-sexist Curriculum Programs in Iowa Schools.

Andersen, Thomas A., Ed.

Iowa State Dept. of Public Instruction, Des Moines.

Jun 1976 68p.; Not available in hard copy due to author's restriction

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV78

This handbook is designed to give school boards, school administrators, teachers, and community leaders in Iowa a step by step approach to designing a quality, multicultural, nonsexist education program in their local school districts. The role of each one of these groups in developing a multicultural nonsexist education program is described. In addition self-evaluation forms for each of these groups are provided. Other practical aids provided include a model advisory committee operating procedure and specific curriculum guidelines for this kind of program. Bibliographies and a list of minority resource organizations in Iowa complete this practical guide. (Author/AM)

EJ197695 CS711077

Characters in Basal Readers: Does "Equal" Now Mean "Same"?

McCutcheon, Gail; And Others

Reading Teacher, v32 n4 p438-41 Jan 1979

Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Publishers have responded to calls for more minority characters and females in basal readers, but many of the changes appear superficial. (MKM)

ED162028 UD018744

Crossing Cultures--Third World Women.' A Book of Materials, Activities, and Ideas for the Classroom Teacher.

Valiant, Sharon

Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.

Mar 1977 33p.; Not available in hard copy due to poor reproducibility of original

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S./ New Jersey

Journal Announcement: RIEMAR79

Government: State

This resource bibliography includes and briefly discusses activities and instructional materials on the lives of women in the non-European/non-white world, suitable for use in elementary and secondary school rooms. The books, films, and other materials give a sampling of ideas and contributions often overlooked in middle-class America (for example, costume, architecture, food, and lifestyles from other countries). Arrangement is by three main categories. The "lifestyle" section addresses lives in different eras and places in the world. The "makers" section includes material on economics, technology, manufacturing, arts/crafts and products made by hand. "Notable Third World Women" includes resources on artists, entertainers, writers, politicians, businesswomen and abolitionists. A list of publishers is also included. (Author/KR)

EJ229992 CS715748

Queries: Should We Use Children's Classics That Offer Stereotypic Images of Sex Roles?

Winkeljohann, Rosemary; Gallant, Ruth

Language Arts, v57 n4 p446-50 Apr 1980

Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060); POSITION PAPER (120)

A historical overview of challenges to biased social values and sexist stereotypes in children's books is followed by observations by Carolyn W. Carmichael about literature as a reflection of its culture, and by a discussion by Patricia J. Cianciolo of considerations in evaluating classics for use with children. (ET)

XI. Ethnic Groups; Nationalities; other groups

A. Africans

ED189008 S0012703
African Art and Culture for High School Students of Art. An Instructional Unit for Tenth through Twelfth Grade Art.
Britton, Enid
Illinois Univ., Urbana. African Studies Program.
Jul 1979 48p.; For related documents, see SO 012 684-703.
Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Illinois
Journal Announcement: RIENOV80
A semester-long unit on African art and culture for high school art students is presented. The unit is comprised of 12 lessons. Lessons one, two, and three examine the concept of the artist as a close observer. Students examine their attitudes about Africa, view filmstrips which depict early African art and sculpture, recreate an African sculpture with pen and ink, and create a collage of a map of Africa. Lessons four through six examine the artist as communicator. Students investigate the role of African artists in their society, describe in writing an African sculpture, "The Primordial Couple," and analyze symbols in African masks. Lessons seven through twelve analyze the artist as creator. Students create an art object that can be used culturally and aesthetically, compare slides of African crafts with those of modern crafts, plan a program on African music and dance, and visit an art museum. Lesson twelve, an art practicum in which the students spend the remainder of the semester (10 weeks) crafting their art projects, culminates in an art show which includes music and dance. A selected bibliography of books, periodicals, films, filmstrips, slides, and photographs is included. (KC)

ED178387 S0012042
Teaching About/Learning from: Africa. A Series. Africa Studies Program.
Bucher, Henry H.; And Others
Wisconsin Univ., Madison. African Studies Program.
1978 26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Wisconsin
Journal Announcement: RIEMAR80
This document suggests methods and materials for introducing students in junior and senior high school social studies courses to African culture and history. The document is presented in five parts. Part I proposes objectives for studying about Africa, including that Africa is an important part of the world, provides insight into other cultures, helps students learn about themselves, and provides a good example of a region which exhibits both traditional and modern characteristics. Part II suggests 14 criteria for evaluating teaching materials on Africa, including readability, timeliness, non-stereotypic nature, representation of the diversity of African culture, and reliance on African sources. Part III recounts how the novel "Roots" by Alex Haley can be used as a resource for connecting Africa with black studies. Part IV suggests traditional and modern African literary and poetic works which can serve as a basis for study of African colonialism, nationalism, history, and civilization. The final part explains how a film produced by the United Nations, "Fear Women", can help students understand the status of women in Ghana. Suggested readings, audio-visual aids, and activities are suggested throughout. (DB)

ED142449 S0009962
Africa in U.S. Educational Materials: Thirty Problems and Responses.
Hall, Susan J.
African-American Inst., New York, N.Y. School Services Div.
Jan 1977 65p.
Available from: African-American Institute, 833 United Nations Plaza, New York, New York 10017 ($3.00 paper cover)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC77
Many American educational materials present biased or inaccurate views of Africa. Although these problems are found in a range of media, this study examines printed matter only. A representative sampling of materials indicates that four approaches are generally used in a study of Africa: geographical, historical, cultural, and case study. An overview illustrates problems within each of these four categories. Although the trend in the study of geography has been to present man's interaction with his environment, African texts still discuss only the country's physical aspects. Historical materials are often slanted; for example, they often favor European colonialism without considering the African's point of view. Culture is portrayed not as different and valid, but rather as exotic and strange. Case studies contain large amounts of descriptive information with little analysis. Generally, too many materials offer a superficial treatment of Africa in language that has condescending or negative overtones. As a solution to such problems, African sources should be consulted when preparing materials. Bibliographies for both educators and students are included in this booklet. (KC)

ED166070 S0011179
Africa in U.S. Schools, K-12: A Survey.
Hall, Susan J.
African-American Inst., New York, N.Y.
1978 30p.; Best copy available
Available from: African-American Institute, 833 United Nations Plaza, New York, New York 10017 ($4.00, paper cover)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ New York
Journal Announcement: RIEJUN79
The document presents findings from a study of K-12 educational programs dealing with Africa and Africans. Data were based on a survey of educators, librarians, students, and curriculum materials in California, Michigan, New Jersey, New York, North Carolina, and Wisconsin. Objectives of the study were to assess why interest in African studies was declining and to determine how the African American Institute could help educators improve African studies programs. Survey results showed that African studies is almost always presented in social studies courses, required at the pre-college level in New York and North Carolina, often taught by teachers with no preparation in African studies, viewed by many educators as irrelevant to Americans, and taught with the aid of low quality textbooks. Recommendations to improve teaching about

Africa emphasize the need for educators to internationalize the curriculum, learn about international affairs at in-service workshops, and use only materials which adequately treat developing nations. Conclusions are that African studies will find a more meaningful place in the curriculum if better materials are available and if teacher education in international studies is expanded. (DB)

EJ186900 FL511496

Afro-Hispanic Literature: A Valuable Cultural Resource

Jackson, Shirley M.

Foreign Language Annals, 11, 4, 421-5 1978

Reprint Available (See p. vii): UMI

Language: English

An approach is presented for incorporating Afro-Hispanic literature into traditional Spanish courses on all levels of foreign language instruction; both prose and poetry are treated. A bibliography with materials suited for professionals who are either familiar or unfamiliar with Afro-Hispanic literature is presented. (SW)

ED188990 SO012685

The Akan and the Manding. An Instructional Unit for Third Grade.

Parker, Letitia M.

Illinois Univ., Urbana. African Studies Program.

Jul 1978 31p.; For related documents, see SO 012 684-703.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S./ Illinois

Journal Announcement: RIENOV80

This teaching guide provides objectives, activities, resources, and evaluation criteria for a four-week minicourse on the Akan and Manding tribes of Africa. It is intended for use by third grade classroom teachers as they develop and implement African area studies programs. The objective is to help students overcome negative attitudes toward Africa and African heritage by exposing them to positive aspects of African culture in a classroom setting. The instructional guide is the product of a summer workshop for teachers on African curriculum development. Ten lesson plans are presented. Topics include African geography, stereotypes, distribution of Akan and Manding ethnic groups throughout Africa, and cultural and social organization of Akan and Manding people. Students are involved in a variety of activities including working with maps and globes, playing word association games, role playing, discussing issues in class, preparing Akan and Manding food, analyzing folk tales, and listening and dancing to African music. For each lesson, information is presented on objectives, basic skills, materials, time required, activities, resources, and evaluation. (DB)

ED189006 SO012701

African Studies Curriculum Unit: The Cycle of Life in the African Family.

Patterson, Ruth Polk

Illinois Univ., Urbana. African Studies Program.

Jul 1978 18p.; For related documents, see SO 012 864-703.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S./ Illinois

Journal Announcement: RIENOV80

A two week unit on the cycle of life in the African family for secondary school students is presented. General objectives are to help students value and respect marriage and the family as basic constituents of all human cultures; to create cultural awareness; to identify aspects of traditional family life which may serve as models for social change; and to eliminate stereotypic notions of African peoples. Five lessons examine initiation into adulthood, marriage in African societies, family structures, kinship systems, and the birth role of children. Each lesson provides learning objectives, lists resource materials, and suggests activities, procedures, and evaluation methods. Activities include discussion sessions, essay writing, and filmstrip viewing. All activities invite comparison with American customs, traditions, and social problems involving the family. (KC)

ED188989 SO012684

Instructional Materials on Africa for Primary Grades. An Instructional Unit for Grade One.

Smith, Allie Evelyn

Illinois Univ., Urbana. African Studies Program.

Jul 1978 36p.; For related documents, see SO 012 685-703. Some pages in the document are of marginal reproducibility.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S./ Illinois

Journal Announcement: RIENOV80

Focusing on traditional African families, villages, and cultures, this teaching guide presents objectives, activities, resources, and evaluation suggestions for use in grade one social studies African area programs. The instructional guide is a product of a summer workshop for teachers on African curriculum development. It is intended as the basis of a six-week minicourse. Objectives are to help pupils better understand Africa, Africans, and the impact of culture change over time. Thirteen units of study focus on a variety of topics including education in Sierra Leone, game reserves in East Africa, story telling in West Africa, folktales, urban and rural life styles, food preparation, and tie dyeing. Students are involved in many activities, including answering questions, drawing and analyzing pictures, making bulletin boards, dramatizing folk stories, preparing food for an African meal, modeling clay figures, and writing letters to African children. For each lesson, information is presented on objectives, basic skills, materials, time required, activities, and evaluation. Additional background resources (books, films, audiovisual aids, maps, and charts) are suggested for teachers and pupils. (DB)

B. Asians

ED135236 FL008400
Manual for Indochinese Refugee Education 1976-1977.
Center for Applied Linguistics, Arlington, Va.
1976 288p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: SRS-77-21237
Contract No.: OE-300-76-0022
Available from: The National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Va. 22209 (free)
EDRS Price - MF01/PC12 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL77
This manual is intended to meet the needs of elementary and secondary school teachers and administrators across the United States who have been charged with the education of Vietnamese, Cambodian, Laotian and Tai Dam refugee students. There are five sections to the manual. The first, "Retrospective," covers basically what has happened in the education of refugee children during the 1975-76 school year. The second, "Administrative Considerations," deals with such continuing problems as grade placement, school records, testing, etc. The third and largest section of the manual, "Language Considerations," is also the most comprehensive. It covers, in varying depths, all phases of language learning needs, with methods, techniques and materials for oral communication in English receiving the most attention. In the fourth section, "Cultural Considerations," the histories and value systems of the peoples of Vietnam, Cambodia, and Laos are discussed. The last section of "Appendices" is basically bibliographic in nature and is intended to give background information or lead the educator to further sources. (Author/CFM)

EJ227558 CS711813
Multiethnic Literature in America: Korean Literature for American Students.
Cooper, Nancy M.
English Journal, v69 n4 p100-03 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
Lists Korean works of fiction and autobiography, as well as resource books for students and teachers. (JT)

ED170753 CS204808
Korean Literature for American Students: An Annotated Bibliography of Writing by or about Koreans.
Cooper, Nancy M.
7198. 26p.; Bibliography prepared at San Jose State University
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ California
Journal Announcement: RIEOCT79
Compiled for use by students in the United States; this annotated bibliography of materials by or about Koreans contains more than 60 entries. The materials are listed according to the recommended grade level or difficulty and are divided into three sections. The first contains a listing of fiction and autobiography for both elementary and secondary school students. Resource materials covering the areas of history, geography, religion, tradition, and family life are included in the second section. The final section lists resource materials intended primarily for teachers. (FL)

EJ221768 EC122620
Asian and Pacific American Exceptional Children. A Conversation.
Decano, Pio
Teacher Education and Special Education, v2 n4 p33-36 Sum 1979
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Presented in the format of an imaginary dialogue between seven educators of Asian and Pacific American (APA) backgrounds, the article addresses some issues and concerns in the training of special education personnel to work with APA handicapped children. (DLS)

ED143618 SO010306
Country Report from Sri Lanka (Ceylon).
Ministry of Education (Sri Lanka).
Sep 1977 28p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN78
The report on education in Sri Lanka is presented in two parts. Part I describes the structure of the educational system. Information is included on principles of educational development as set forth in the Constitution of 1972, educational administration, teacher education, management and funding of different levels of education, selection criteria for pursuing studies, general and higher education certificates, decentralized curriculum planning, and examination reform. Part II is a report of progress in educational development from 1974-76. During this period, policy orientations were introduced by the government which changed education from an academic elitist system to a progressive and democratic one. These policy reorientations were accompanied by new legislative measures, decentralization of educational administration and management, introduction of core curricula on primary and secondary levels, intensified in-service programs for teachers, and development of programs for school drop-outs, adults, and workers. Major problems which must still be resolved include a high drop-out rate, high educational costs, regional inequities, and insufficient relevance of the educational system to the social needs of Sri Lanka. (Author/DB)

EJ195408 SO506927
Reflections on Japanese Education.
Pegels, Joyce
Social Science Record, v16 n2 p6-11 Win 1979
Reprint: UMI
Language: ENGLISH
Describes the educational system in Japan and outlines a secondary level social studies unit. Topics include the agricultural, industrial, artistic, and religious aspects of Japan. The author observed a genuine "term spirit" among Japanese students, greater respect for school property, and a heightened awareness for the value of education. (KC)

ED163787 FL009891
Folk Tales: Getting to Know Southeast Asia. Southeast Asia Curriculum Series, No. 1.
Ridgley, Marlene
Ohio Univ., Athens. Center for International Studies.
1978 137p.
Available from: Southeast Asia Outreach, Southeast Asia Studies Program, Ohio University, 56 E. Union St., Athens, Ohio 45701
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEMAY79

A teaching/learning plan designed to provide the elementary classroom teacher with an overview of the geography, environment, culture, and people of Southeast Asia includes five sections on the following subjects: geography, animals, plants, social roles and occupations, and religion. Through the use of folk tales from each of six Southeast Asian countries, the class becomes involved in each subject and learns how to verify information, draw proper conclusions, and synthesize data from various sources. Each child reads folk tales with the object of extracting data relevant to the subject areas. This information is substantiated and enlarged upon when the child further researches the subject in reference sources. After this research experience, the class, either as individuals or in groups, proceeds to other exercises to deepen its knowledge of the subjects. The countries studied are Burma, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. The teaching/learning plan of activities, content, objectives, evaluations, and questions is in the basic format that was developed and field-tested over a two-year period with sixth graders. A selected bibliography focuses on folk tales written for children, children's sources of information on Southeast Asia and specific countries, and general works that may be utilized by the teacher and children. (Author/SW)

ED181095 UD019866
School Teacher's Perception of Child-Rearing by the Chinese.
Yao, Esther Lee
Apr 1979 9p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, CA, April 25-27, 1979); Not available in paper copy due to reproducibility factors
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S./ Texas
Journal Announcement: RIEMAY80

This study compares teachers' perceptions of Chinese American child rearing practices with the perceptions of Chinese American parents. The sample populations consisted of teachers from the Houston area and Chinese immigrant parents from Los Angeles and Houston. A questionnaire solicited opinions on five topics: (1) whether American child rearing practices are better than Chinese; (2) whether Chinese American parents tend to be liberal or authoritarian; (3) whether Chinese American children should be completely Americanized; (4) whether Chinese American children perceive that their parents have high academic expectations; and (5) whether Chinese American parents should tell their children about Chinese customs. Results showed that both groups did not perceive American child rearing practices to be superior to Chinese practices. Chinese parents perceived themselves to be more liberal, less apt to expect academic achievement, and less willing to teach their children about Chinese culture than teachers perceived Chinese parents to be. Teachers who had been enrolled in multicultural courses tended to have a greater understanding of Chinese child rearing practices than did teachers who had not been exposed to the multicultural viewpoint. (Author/BE)

C. Black Americans

ED177530 CS005086
Pictorial Treatment of Blacks and Teaching Picture Reading Skills in Order to Enrich Children's Vocabularies.
Bingham, Jane M.
Oct 1979 12p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Reading Conference (4th, Detroit, MI, October 18-20, 1979) ; Best copy available
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150); BIBLIOGRAPHY (131)
Geographic Source: U.S./ Michigan
Journal Announcement: RIEMAR80
This paper discusses the relation of the treatment of black characters in illustrations in children's reading materials to children's picture reading skills and vocabularies. Pointing out that illustrations introduce children to a wide range of experiences, it argues that using illustrations of black characters strengthens children's critical reading/thinking skills while strengthening their knowledge about physical characteristics, life styles, and environments that are pictured for black characters. The paper notes that black children can also learn about white children and about other subjects in the same way. It provides several suggestions for using illustrated books to help increase children's understandings and vocabularies and offers a list of illustrated picture books depicting black characters that can be used as discussion starters. The paper concludes with a list of criteria for evaluating picture books, including illustrations, text, format, and comparisons. (TJ)

ED189007 SO012702
Africa, Roots and Pride for Afro-Americans. An Instructional Unit for High School Anthropology.
Campbell, Margaret H.
Illinois Univ., Urbana. African Studies Program.
Jul 1977 32p.; For related documents, see SO 012 684-703.
Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Illinois
Journal Announcement: RIENOV80
This three to four-week high school anthropology unit examines the African heritage of black Americans. The unit was written for students in an inner city all black public high school. Objectives are to foster a sense of pride in black Americans' heritage, learn how black Americans can discover their roots, examine causes and consequences of the African slave trade, and learn about the Mandingo population in Guinea. Five topics comprise the unit. The first is an introduction in which students discuss African and American stereotypes and the book "Roots" by Alex Haley. The second topic focuses on the slave trade. Students read a handout from "Roots" and analyze statistics on the African slave trade to the Americas. The third topic examines Mandingo culture and history. Students read from "Roots" and from "The Dark Child" by Camara Laye, and view slides of art, crafts, music, and dance. The fourth topic concludes the unit by correcting and discussing the African myths presented in the introduction and helping interested students work on their genealogy. Reading handouts for students and student and teacher bibliographies are included. (KC)

ED171848 UD019461
Options in Education Transcript: Program No. 158: "Black Studies, One." Program No. 159: "Black Studies, Two."
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
.7199. 25p.; Not available in hard copy due to print size of the original document
Available from: National Public Radio--Education, 2025 M Street, N.W., Washington, D.C. 20036 ($1.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEOCT79
The evolution of black studies programs from the 1960s to date is described in this radio transcript. Criticisms of early black studies programs are discussed. Changes in black studies teaching materials are mentioned. The lack of a black perspective in instructional materials is examined. Inadequate teacher preparation in minority studies is discussed as is the failure of multicultural education. In the second radio program transcript the current status of black studies programs is examined and the need to integrate black studies into the whole curriculum is stressed. The trend toward a more academically oriented program is discussed. A transcript of a university class is provided as an example of a contemporary black oriented course. Career opportunities for Afro-American studies graduates are discussed. The status of black studies programs at Yale and Berkeley are examined. Reasons for the decline of black studies are suggested, and the qualifications of black studies graduates are defended. (Author/MC)

ED188960 SO012643
Martin Luther King, Jr. Day, January 15.
Johnson, Paul G.; And Others
Nebraska State Dept. of Education, Lincoln.
1980 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Nebraska
Journal Announcement: RIENOV80
Government: State
The document presents biographical material, bibliographies, and learning activities relating to Martin Luther King, Jr. The objective is to provide teachers with guidance in commemorating King's birthday. The document is presented in six sections. Section I consists of a copy of the Nebraska state law requiring celebration of King's birthday. Section II contains a biographical sketch of King's life and accomplishments and a time line of important dates in his life. Section III is an annotated selected list of resources by and about King. It is divided into three sections: books by King, books about King, and general black studies books which include sections about King. No grade level is indicated. Section IV lists audiovisual materials such as films, film series, filmstrips, and recordings. For each item, information on time length, color, grade level, price, and availability is

offered. Section V briefly describes two series available from the Instructional Television Services Section of the Nebraska Department of Education. The final section briefly suggests six school and community learning activities and 34 classroom activities. These include arranging displays and exhibits, reading stories, dramatizing, discussing, debating, having outside visitors, researching, and reporting. (CK)

ED134303 24 PS008898

A Black Studies Curriculum for Early Childhood Education: Teaching Units (Revised Edition).

Spodek, Bernard; And Others

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Illinois Univ., Urbana. Coll. of Education.

1976 312p.; Revised edition of ED 069 374

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 150, $5.00)

EDRS Price - MF01/PC13 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJUN77

This revised edition of the 1972 publication of the same title presents teaching units for a black curriculum in early childhood education. Units deal with: (1) African life styles, literature, music and art; (2) black American language and literature; (3) Afro American music and art; and (4) social studies, as related to the black experience. Each unit contains specific objectives, teaching procedures, and materials. Units stress cultural heritage and self awareness. Extensive resource lists provide information on background readings for teachers and parents as well as materials for use with children, teachers' references, including filmstrips and slides, films, records, pictures and posters, books, sources of materials, and annotated bibliographies. The new edition includes additional resources, new introductory material, and evaluative suggestions. (SB)

D. Hispanics Latinos, Mexican-Americans

ED168769# RC011247

Latino Materials. A Multimedia Guide for Children and Young Adults.

Duran, Daniel Flores

Mar 1979 249p.

Available from: American Bibliographical Center, Clio Press, Riviera Campus, 2040 A.P.S. Box 4397, Santa Barbara, California 93103 ($14.95)

Document Not Available from EDRS.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); BIBLIOGRAPHY (131); POSITION PAPER (120)

Geographic Source: U.S./ California

Journal Announcement: RIEAUG79

In the last decade the phenomenal growth of bilingual/bicultural programs for Spanish-speaking people has been accompanied by a critical need for learning materials which provide current, historically accurate, nonracist and nonstereotypic information on the contributions, heritage and current status of the various Spanish-speaking groups. Prepared to assist the librarian, teacher and curriculum

D. Hispanics, Latinos, Mexican-Americans

specialist seeking educational materials for Latino children, this guide includes both printed works and 16mm film titles, published or developed primarily since the mid-1960's. Part I of the guide presents four essays exploring the background of Latino life and literature in the United States, as well as library services to Latinos. The next three sections list 473 general, Mexican American, and Puerto Rican resources; each section is further divided into materials for elementary, secondary and professional use. Entries include complete bibliographic information, recommended grade level, and source from which the material may be ordered. Annotations accompanying each entry are intended to be critical as well as descriptive and include information ranging from notes on the authors to comparisons of related works. The last two sections include a glossary of pertinent terms and a directory of publishers and distributors of Latino materials. Subject and author/title indices are appended. (DS)

EJ221766 EC122618

Preparing Teachers for the Mexican-American Handicapped. The Challenge and the Charge.

Plata, Maximo

Teacher Education and Special Education, v2 n4 p21-26 Sum 1979

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

The article focuses on issues that are important in training teachers to work with Mexican American students who are handicapped. Factors examined include cooperative efforts between local education agencies and universities; teacher attitudes, both toward the culturally different and toward the handicapped; and legislation and litigation. (DLS)

EJ197365 AA529345

Viva La Raza. A Look at Media Dealing with the Hispanic Heritage.

Schwartz, Eleanor E.

NJEA Review, v52 n2 p50,52,58 Oct 1978

Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080)

Suggestions are made for children's fiction and biography, classroom media, and teacher resource materials on the Chicano experience. Each citation provides publisher, price, and grade/interest level. (SJL)

E. Jews

ED129664 S0009433
Guide to Feature and Documentary Films for the Hillel Program, Newly Revised.
Fishman, Samuel Z.
B'nai B'rith, Washington, D.C. Hillel Foundations.
31p.
Available from: B'nai B'rith Hillel Foundations, 1640 Rhode Island Avenue, NW, Washington, D.C. 20036 ($1.00 prepaid)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEFEB77
One hundred eighty films depicting the Nazi period, Soviet Jewry, Jewish artists, the Holocaust, and aspects of Jewish history and archaeology in ancient Israel are annotated. Suggestions are made for using the films as an educational resource--as discussion starters, as lead-ins for interpretation by a knowledgeable faculty member, or in the case of series as the basis for in-depth examination of related themes. Most of the films are at least one hour in length, and are for use at the senior high school level and above. Specific information is given on duration, color, black-white, distributors, and production dates. For each film a short annotation summarizes the plot and describes special features such as famous directors or unusual precautions in the film's use. Program models for group showings are suggested, covering topics such as "The European Experience" and "Issues of Conscience for Contemporary Jews." Organizations are identified which have published guides to audiovisual materials, and major distributors are listed with addresses. (AV)

F. Middle East; Arabs

ED189025 SP014950
Middle East Studies Teacher Training Program. Final Report.
Sefein, Naim A.
State Univ. of New York, Fredonia. Coll. at Fredonia.
1 Feb 1979 79p.
Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C.
Grant No.: G007800064
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ New York
Journal Announcement: RIENOV80
This guide presents a teacher training program in Middle Eastern studies and procedures for program implementation. Details concerning program announcement, participant selection, and travel accommodations are included. Participants attended an orientation and registration workshop and an intensive academic workshop before flying to Egypt for the overseas component which consisted of field trips and lectures on Middle Eastern history, political science, economics, social issues, education, religion, and fine arts. The teachers later attended a curriculum evaluation workshop and created lesson plans and curricular materials. The evaluation of the program is mainly concerned with the effectiveness of each aspect of the program and is followed with a summary and recommendations. Sample program literature and descriptions of curricular materials, lesson plans, films, and readings are included. (CJ)

EJ187690 S0506614
Sources and Resources for Teaching about the Middle East
Merkle, Armin S.; Pearson, Robert P.
Social Education, 42, 6, 462-8 1978
Reprint Available (See p. vii): UMI
Language: English
Teaching and resource materials on the Middle East are identified in three areas: textbooks, audiovisual materials (filmstrips, audiotapes, maps, and films), and background reading for teachers on Middle Eastern history, religion, daily life, literature, and politics. For each resource, a brief annotation and ordering information are given.

ED138488 S0009836
Teaching about Perception: The Arabs. Cultural Studies Series, Volume 1.
Otero, George G.
Denver Univ., Colo. Center for Teaching International Relations.
Jan 1977 114p.
Available from: Materials Distribution, CTIR, University of Denver, Denver, Colorado 80208 ($5.95 paper cover)
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP77
This unit contains 17 class activities which can be used with intermediate and secondary level students to teach them about perception. Perceptions play an important role in an individual's understanding of, and behavior toward, people from other cultures. In the unit students are asked to better understand what their perceptions of Arabs are, where these perceptions come from, and how these perceptions influence their attitudes and behavior toward others. The unit is not intended to provide an historical or cultural background of either Arab peoples or of their role in the Middle East Conflict. Its focus is on student images of the Arabs, on how stereotypes function in human thinking, and on how we can consciously control what we know and believe about other cultures. The materials can be easily adapted for units on the Navaho, Mexicans, Blacks, Chinese, and other minorities. The activities involve students in compiling surveys, analyzing songs for stereotypes, expressing attitudes about situations involving the Arabs using a rating scale, going on a scavenger hunt to find as much information as they can about the Arabs, and examining textbook data about Arabs. For each activity a brief introduction, the objectives, indication of classroom time needed, teaching procedures, and evaluation methods are provided. All student handouts are included in the document. A bibliography of student and teacher resource materials on Arabs is also included. (Author/RM)

G. Migrants

ED123014 95 RC009200
A Model for Migrant Education. Final Program and Fiscal Report, April 1976.
Applegate, Jimmie R.; De Avena, Sherry F.
Center for the Study of Migrant and Indian Education, Toppenish, Wash.
Apr 1976 113p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No.: BR-2-J-008
Contract No.: OEC-X-72-0010(057)
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIESEP76

Comprised of two parts, this report discusses the pilot phase of the Model for Migrant Education and describes the model's adaptation and expansion to the normal classroom setting. Purpose of the model was to develop, implement, and field-test a model migrant education program which could be implemented in any school district enrolling migrant students. Program objectives involved four distinct areas of interest--a transition classroom, individualized programs, contingency contracting, and parental involvement. During April-June 1972, the pilot "transition" classroom for 25 second and third grade migrant students emphasized extensive bilingual language and reading achievement testing for program placement. Individualized prescription sheets were prepared, and a system for assessing and charting each student's progress in reading and math was implemented. Since June 1972, students in grades 1-5 were provided instruction in the basic skills. Two new components were added--one was to increase the oral and reading Spanish vocabularies of the project's 300 Mexican American students; the other was designed to teach English speaking students to speak and read Spanish and to increase understanding and appreciation for the Mexican American culture and heritage. The model was successful in accomplishing its objectives. (NQ)

ED180697 RC011724
Iowa Annual Evaluation Report for Migrant Programs. Fiscal Year 1979.
Bottenfield, James F.; And Others
Iowa State Dept. of Public Instruction, Des Moines.
Nov 1979 49p.; For related document, see ED 148 520
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Iowa
Journal Announcement: RIEMAY80
Government: State

Tabular data and narrative evaluations describe the goals and achievements of Iowa's migrant education programs (three summer session and five regular session programs) operated during fiscal year 1979. A program overview provides summary information on staff utilization, numbers of students served, inservice training activities, medical services provided for students, parent involvement, procedures for recruiting students and establishing their educational needs, cooperation between schools and other agencies, and methods of disseminating information about migrant program activities. Statewide instructional information is presented in tables showing curriculum areas, ages and numbers of students participating, and numbers of students meeting the standards of success in each area. Student success was measured by standardized tests, teacher-made tests, criterion referenced tests, checklists, and observation. Narrative evaluations for three programs provide a brief program description, a summary of objectives and success in meeting objectives, and recommendations based on program strengths and weaknesses. Information about academic gains, enrollment, and attendance is provided in tables. Serving predominately Spanish-speaking students, the programs stressed language development and employed bilingual, bicultural methods. (JH)

ED121528 32 [illegible]9126
Evaluation of Migrant Education. Title I-M Programs in the State of Oregon, September 1974 - August 1975.
Garza, J. J.
Oregon State Dept. of Education, Salem. Compensatory Education Section.
Feb 1976 347p.; For related documents, see ED 077 628 and ED 088 624
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
EDRS Price - MF01/PC14 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG76
During 1974-75, Oregon's migrant program emphasized the development of regular school year projects. Nine regular year projects provided diversified educational, health, nutritional, and social services to 3,693 students in kindergarten through high school. Seven summer projects, designed primarily for children ages 5-14, were directed toward improving reading and communication skills, diversified school and field trip experiences, and health and nutritional services. These summer projects serviced 1,592 students. The Migrant Education Service Center (MESC) provided project schools with concise and extensive pre- and in-service programs, implemented the Migrant Student Record Transfer System (MSRTS), provided services in the multimedia area, and functioned as a liaison with other agencies providing services to migrant children. To provide these services, MESC developed seven major components--cultural awareness, career ladder, early childhood education, bilingual/bicultural education, monitoring and evaluation, MSRTS, and multimedia. This evaluation report presents information submitted by the project schools. Gathered during the project period, the information consists of test data, monitor and evaluator observations, skill development records, and support services statistical data that provide evidence of program effectiveness in achieving its objectives. (NQ)

ED170103 RC011331
Migrant Education Evaluation Report 1977-1978. Title I ESEA. Idaho State Department of Education. State Annual Evaluation Report.
Idaho State Dept. of Education, Boise.
1978 49p.; Small print may be marginally legible
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S./ Idaho
Journal Announcement: RIESEP79
Government: State
Nearly 8,700 migrant students (73% at the elementary level) participated in Idaho's 1978 migrant education program which emphasized oral language, reading, and math skills for all students, and career preparation (driver training, verbal and non-verbal communication skills, GED skills) for teenagers. Of the 33 participating school districts, 30 had sufficient migrant enrollment to require special educational programs during the regular term. Bilingual resource teachers and instructional aides used special materials and rooms to provide supplementary individualized instruction in a bilingual/bicultural environment. Nearly 90% of 5,600 mmigrant students gained an average of 1.5 grade levels in reading and math skills. In the summer program, which stressed oral language development, 80 to 90% of the elementary students achieved their individualized objectives. The staff benefitted from numerous curriculum and inservice workshops, some of which emphasized cultural awareness. Two Migrant Education Resource Centers (MERCs) provided bilingual teacher consultants, space for professional lending libraries, cooperation with and computer link to the Migrant Student Record Transfer System, cooperation with home/school coordinators, and a health consultant. Each LEA had an active and successful Parent Advisory Council. (SB)

ED137018 32 RC009796
Title IM E.S.E.A. Oregon Migrant Education Program, Regular Term 1975-76. Educational Impact Report.
Savard, William G.
Oregon State Dept. of Education, Salem. Compensatory Education Section.
Jan 1977 319p.; For related document, see ED 121 528
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
EDRS Price - MF01/PC13 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77
During Fiscal Year 1975-76, the Oregon Migrant Education Program provided educational, health, nutritional, and social

services to 4,677 children. Of these, 8% were preschoolers, 58% were at the elementary level, 21% at the junior high level, and 13% at the senior high level. Slightly more than 3/4 were Mexican American, with an estimated 48% being Spanish dominant in the use of language. The elementary program included reading, language development, mathematics, spelling, cultural awareness, general tutoring, and career awareness. The secondary program included reading, spelling, general tutoring, counseling, career awareness, mathematics, and self-concept development. Focusing on the program's impact, this report provides an overall view of the whole program as it operates in the State; presents eight area reports which provide detailed information of the regular school term on a school-by-school, component-by-component basis; and presents six area reports of the summer school programs. Data covered in the reports are: the area's migration patterns; number of districts, schools, pupils, and personnel; budget totals; and sites and grades served. All reports have appendices which display support service statistics. The Eastern Oregon State College Bilingual Teacher Training Component and the Migrant Education Service Center's activities are also discussed. (NQ)

ED137017 RC009795

Learning Activities and Resource Units: Intermediate 4-8. Arizona Migrant Child Institute.

Wheelock, Warren H., Ed.

Arizona State Dept. of Education, Phoenix.

1977 112p.; Instructional materials in this publication were prepared by teachers and administrators who attended Migrant Summer Institutes since 1973

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG77

A requirement of Arizona's Migrant Teacher Institutes was the preparation of instructional resource units. Development of these units was a key element in the three-stage recommendations related to individualizing instruction in both reading and oral language. The three stages were: Room Organization--Realistic Learning Centers, Unit Themes and Committee Activities, and Individual Conference and Record Keeping. This book consists of two of these stages: Room Organization--Realistic Learning Centers and Instructional Resource Units. Part I covers: what a learning center is; how to begin learning centers; suggested learning centers in the areas of language, math, science or health, art, music, and audio-media; and how to evaluate learning centers. Prepared by teachers and administrators who attended Migrant Summer Institutes since 1973, the nine resource units are intended for the intermediate grades, 4-8. Each unit consists of: goals, objectives, motivational activities, sub-topics, evaluation, and concluding activities. Unit topics are: Japan; Arizona citrus; Pinal County, Arizona; career education (banking); corn (its history and uses); metrics; Africa; first aid; and weaving, creative stitchery, and spool knitting. (NQ)

H. Native Americans

1. Bibliographies

ED170100 RC011322

American Indian Literature. A Selected Bibliography for Iowa Schools.

Bataille, Gretchen Mueller

Iowa State Dept. of Public Instruction, Des Moines.

Aug 1978 86p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S./ Iowa

Journal Announcement: RIESEP79

Government: State

Avoidance of stereotypes and realistic portrayal of American Indian life are among the criteria used for the references included in this annotated bibliography. The volume is intended to assist Iowa teachers, particularly of language arts and social studies, in correcting misconceptions about American Indians by identifying materials and resources that can be used in the classroom. Published between 1931 and 1978, the materials are organized by grade level. The elementary section lists 210 books which emphasize similarities among all people, yet also demonstrate clear cultural differences that make American Indians a unique group in American society. The 170 titles in the junior high section provide romantic and adventure stories, as well as factual and historic information. In the high school section 135 books are listed; poetry, novels and biographies are included in the wide range of materials available for this age group. Two sections listing resources for teacher use include historical and contemporary references on Indian history and Indian-white relations and material on American Indian literature. Twenty-four references deal with stereotyping and misrepresentation and 43 works are cited as additional bibliographical references. A section on recommended films lists four annotated bibliographies of visual materials and 43 films most often used. The final section lists miscellaneous resources, including newspapers, curriculum materials, journals, and organizations. (DS)

ED180709 RC011740
Voices of Indian America: A Selected Resource Catalog of Educational Materials for Use in Grades K-12. Reprint.
Gemmill, Lester B.
Wisconsin State Dept. of Public Instruction, Madison.
Oct 1977 64p.
Report No.: WSDPI-Bull-0059
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAY80
Government: State
Designed to meet the needs of those working with Title IV, Part A programs of the Indian Education Act, 396 selected books, films, records, newspapers, and magazines are listed in this catalog. Since the greater of the entries have been suggested by Indian people from across the nation working with Title IV programs and pertain to tribes in every part of North America, this publication is appropriate for use in any children's library. Some Canadian publications have been included because they are relevant to Michigan. The entries range from 1937 to 1977 and are arranged alphabetically according to the name of the publisher or other primary source with complete address. When compiled in 1977, all were in print and available for purchase. Titles, authors, grade suitability, price, pagination, size, and brief annotations are provided. A title index, American Indian author index, and subject indexes for biographies of men, biographies of women, films, filmstrips, Michigan, newspapers and magazines, and sound recordings are included. Also included are resource materials on music, legends, handicrafts and history. (NFC)

EU152475 95 RC010472
Curriculum Design for Native Americans: A Selected Topics Bibliography of ERIC Documents.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Apr 1977 119p.; Small type through most of the document
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0023
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEAUG78
Drawn from issues of "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE), this bibliography provides a comprehensive guide to resource materials, research findings, and developments related to curriculum design or development for Native Americans. Each citation is headed by an ERIC accession number. Both RIE and CIJE citations appear in numerical order according to accession number. RIE abstracts contain subject, author(s), and institution indexes, along with document resumes which include the ERIC accession number, author(s), title, source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability. CIJE abstracts have brief notations rather than the lengthier RIE abstracts and are provided when it is thought the article cannot be adequately described by a combination of major and minor descriptors, identifiers, and by information in the title. Each journal citation includes the publication date, article title, and information on the volume, number, and pages. Topics covered include teaching methods second language learning, bibliographies, educational assessment, program design and evaluation, and cross cultural training. A list of the 16 ERIC Clearinghouses and their respective scopes is appended. (NLY)

ED145974 95 RC010051
American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 8.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Aug 1977 412p.; For related document, see ED 127 056 ; Several pages may be marginally legible due to print quality of original
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No EC-057, $15.00)
EDRS Price - MF01/PC17 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAR78
Compiled for school administrators, teachers, researchers, information specialists, professional organizations, students, and others interested in locating educational resources re: the American Indian, this annotated bibliography supplements seven previous publications. Section I of this bibliography presents 248 citations and abstracts which appeared in Resources in Education (RIE) between April 1976 and May 1977. Each RIE citation includes: an ERIC accession number (ED); author(s); title; source; date of publication; availability; descriptors; identifier(s); and the abstract. Section II presents 226 citations from Current Index to Journals in Education (CIJE) which appeared between April 1976 and May 1977. Each CIJE citation includes information comparable to that of the RIE citations with the exception that annotations are only provided when necessary. Section III presents a combined RIE-CIJE subject index; Section IV lists previously published American Indian bibliographies; Section V presents the names, addresses, and scopes of the 16 ERIC clearinghouses; and Section VI provides ordering information. Covering a wide variety of materials, the subject areas most frequently cited in this bibliography include: American Indian culture and languages; bilingual education; cultural awareness, elementary secondary education, program descriptions and evaluations, reading and instructional materials, history, educational alternatives, and federal legislation. (JC)

ED164218 RC011052
An Evaluation Report of "Social Conflicts" and "Fine Arts": The American Indian Curricula Development Program for Grades 9-12.
Ahler, Janet; Perrone, Vito
Jun 1977 54p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ North Dakota
Journal Announcement: RIEMAY79
The American Indian Curricula Development Program (AICDP) produced a two-package program for grades 9-12. The "Social Conflict" package, with Prejudice, Indian Education, Americanizing the Indian, and B.I.A. units, and the "Fine Arts" package, with Art, Music, Literature, and Dance and Drama units, were Pan-Indian in orientation with a strong contemporary issues base. AICDP sent the program to 21 North Dakota high schools for introductory use. Evaluators interviewed participating teachers and librarians formally and informally, and attended AICDP workshops to offer AICDP some external perspective on the program and to determine how it was used and viewed by educators. The program had considerable overall merit. The 18 teachers in 14 schools who actually used the materials used the packages, Teacher Guides, supplementary materials and suggested activities selectively. The Art and Prejudice units were the best. Most teachers found reading levels satisfactory, content accurate, and the material beneficial to Indian and non-Indian students alike. Few high school libraries had the resources necessary for the program. AICDP should integrate the two packages in the program and reduce the overall cost. In addition, there should be more AICDP workshops, teacher and student feedback and evaluation, and improved libraries. (SB)

ED148503 95 RC010122
1976-1977 Final Report and Evaluation, Title IV Project, Independent School District #12 (Blaine, Minnesota).
Bercier, Byron
Circle Pines Independent School District 12, Minn.
28 Jul 1977 16p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAY78
Objectives of the Title IV Indian Education Program were designed to meet the educational needs of the Native American students within the public school as defined by Federal program regulations. During the 1976-77 school year, the Parent Committee hired a Home/School Coordinator, the only staff position in the program. The Coordinator was to identify Native American students within the school district and to provide such services as personal, academic, and crisis counseling, family referrals, long-term personal problem solving, and making student contacts. Program activities were directed around socially and culturally oriented activities from which students would benefit. To evaluate the program, a questionnaire was given to teachers, students, parents, and administrative personnel. The school administration and teachers were very supportive toward the Native American students and problems they faced in school and the community by working closely with the Home/School Coordinator when difficulties arose. This in itself showed progress and an important function of Title IV in the school system. It was determined that the program had successfully completed its third year of operation. This report summarizes the activities and involvement of the Coordinator, and the program activities for the students and for the Parent Committee members; gives brief examples of the types of service provided by the Coordinator; and gives a tally count of the responses to 10 statements covering the program's general objectives along with the questionnaire. (NQ)

ED180707 RC011737
Cooperative Project in American Indian Development. 1979 Summer School Evaluation Report, Title IV, Part A.
Claus, Richard
Saginaw Public Schools, Mich.
Sep 1979 20p.; For related document, see ED 162 815
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S./ Michigan
Journal Announcement: RIEMAY80
The 1979 summer school phase of the Cooperative Project in American Indian Development successfully met its objectives: to conduct a seven-day enrichment program to meet the needs of

American Indian elementary school students for cultural awareness, enrichment, and social and recreational activities, and to field test some American Indian curriculum materials; and to conduct a three-day program to provide camp counselor skills to American Indian secondary school students. To fulfill the first objective the three cooperating school districts (with Saginaw, Michigan, as LEA) held a 1 week camp for 54 Indian youngsters. They participated in various outdoor recreational activities and viewed five films and filmstrips about American Indians. A planned 3-day session of inservice training for camp counselors was changed to 2 half-day sessions (orientation and inservice) for 11 counselors and a 2-day canoe and camping trip for 15 secondary school participants. Program evaluation was by questionnaires sent to parents of elementary-aged participants and to secondary-aged participants themselves. Of 25 responding parents, 92% were very pleased with the summer camping program and 83% of twelve responding counselors were satisfied with their training program. (SB)

ED144765 95 RC010120

Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977.

Detroit Lakes Public Schools, Minn.

11 Jul 1977 29p.; Photographs may not reproduce well

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB78

During the 1976-77 school year, the program's priorities were (1) to hire a Home School Coordinator to provide counseling services for the child and to be a liaison between the school and the home; (2) to hire Instructional Aides to work closely with the teacher providing any type of assistance which would make school easier and more enjoyable for the Indian student; (3) to hire a certified teacher/tutor to work in the junior high school tutoring students having difficulty in math and reading; and (4) to strengthen the curriculum with the introduction of a Cultural Heritage Program. A needs assessment was made of all students in September and again in May. Based on teacher judgement, teachers rated students on their performance in reading and math, work habits, classroom behavior, and adjustment to the learning environment. The second annual Indian Day was presented by the Title IV program and members of the junior and senior high First American Clubs. The Local Indian Education Committee (LIEC) cooperated with the local Library Board to provide the Indian Images Mobile Gallery, and sponsored the mobile art exhibit from the Minneapolis Institute of Art. Among the activities for the coming year will be a review and revision, where necessary, of the LIEC's Constitution and By Laws. This report summarizes the activities completed through the program, provides some comments made by area students concerning the mobile gallery and art exhibit, presents the needs assessment and testing information, and presents the LIEC's Constitution and By Laws. (NQ)

ED178468 SP013337

American Indian Education Option in the Elementary Teacher Training Program at Montana State University at Bozeman.

Old Coyote, Elnora A.; Chesarek, John Stephen

Montana State Univ., Bozeman. Dept. of Elementary Education.

31 Oct 1978 25p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Montana

Journal Announcement: RIEMAR80

A description of the history and development of the University of Montana's American Indian education option in elementary teacher education is presented. Objectives and goals for the federally funded project are given, and the core personnel involved in the program are introduced. Budgeting procedures for the implementation of the option are briefly discussed. Contributions of the program to the overall field of teacher education are examined, and evaluation methods and results as well as recommendations for subsequent program development are included. (LH)

ED138407 RC009860

Specialized Services for Indian Children and Youth. Program Progress Report, Final Quarterly Report: April 15-July 30, 1976.

Osick!, Kenneth J.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Jul 1976 15p.

Grant No.: 0375A

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIESEP77

Detailing program activities of the Specialized Services for American Indian Children and Youth Program in the Cleveland Public Schools during the final quarter and summer sessions of 1976, this report presents the following: (1) Procedures (use of a coordinator, aides, a clerk, and a full time tutor working in conjunction with a parent committee to plan and organize tutorial services, provide cultural activities, job referral assistance, and consultation services to teachers and students); (2) Objectives (improvement of school/home communications; provision of tutoring services for students desiring special academic assistance; provision of a cultural class program for Indian students; development and maintenance of an information file on post secondary vocational and educational programs; provision of a referral service to identify sources of financial aid for post secondary education); (3) Program Results (demonstration of the viability of the project; an increase over previous years in the number of students and parents contacted--a 50% representation of the total Indian community; a lack of professionalism among the project staff, including tardiness, disregard for correct office procedures, poor record keeping, and a general disregard for appointments); (4) Recommendations (16 specific recommendations with particular emphasis upon project administration and accountability). (JC)

3. Classroom Materials

ED157650 RC010617
American Indian - Past and Present.
Cleveland, William
Bethlehem Central School District, Delmar, N.Y.
May 1978 105p.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
Intended for seniors at all ability levels, the one-semester course outline aims to aid students to analyze the American Indian's role in the history of the United States, and to recognize the contributions they have made in the western hemisphere. The general content outline and suggested activities cover the periods before and after contact with the Europeans; the treaty periods; the last Indian wars and reservations; allotment; the Indian Reorganization Act; termination; the era of self-determination; contemporary problems; land claims; Indian culture; and activism. About 121 films, videotapes, tapes, sound filmstrips, posters and photo displays, and records are listed. Also cited are over 1,000 Indian publications (by, for or about North American Indians), school library materials, classroom books, pamphlets, booklets, leaflets, and newspaper and magazine articles. (NQ)

ED148526 95 RC010254
Native American Community Involvement: A Guide to Classroom Study of Some Oklahoma Indian Tribes.
Eyster, Ira; Chisholm, Anita
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
1977 93p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: DHEW-OE-G61-76-00498(529)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY78
The product of a Title VII ESAA grant, this guide to the study of Oklahoma American Indians has been designed and evaluated by teams of Native American adults, Indian and non-Indian students, and teachers from three Oklahoma schools selected as project sites: Okmulgee, Hartshorne, and Shawnee schools. The guide is divided into three basic sections identified by the schools and the tribes associated with each school (Creeks for the Okmulgee School; the Kickapoo, Pottawatomi, and Sac and Fox for the Shawnee School; and the Choctaws for the Hartshorne Schools). Each section presents an introduction; background information; resource materials; suggested lesson plans; a bibliography; and an appendix. Although identified by grade level, each of the lesson plans is adaptable to other grade levels. Each lesson plan includes: objectives; vocabulary; discussion questions; and suggested activities. The background information includes early history, early day life styles, myths and legends, and biographies. It is suggested that a fourth section devoted to Indian policies and treaties could be readily adapted to specific tribal studies and/or individualized projects. Exemplary puzzles, exercises, illustrations, etc. are also included in this guide. (JC)

ED148525 95 RC010253
The Oklahoma Indian and Nature Guide.
Eyster, Ira; Chisholm, Anita
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
1977 78p.
Sponsoring Agency:. Office of Education (DHEW), Washington, D.C.
Grant No.: DHEW-OE-549AH60330
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY78
The product of a Title IX Ethnic Heritage Grant, this teaching-resource guide has been designed and evaluated by teams of Native American adults, teachers, and Indian and non-Indian students from three Oklahoma schools selected as project sites: Anadarko Public Schools; Muskogee Public Schools; and Sapula Public Schools. The guide is divided into three sections identified by the schools and the tribes associated with each school (Kiowa, Comanche, and Caddo tribes for Anadarko; Creek tribe for Muskogee; and Yuchi and Creek tribes for Sapulpa). Included in each guide section are: an introduction; resource materials; suggested lesson plans; a bibliography; and an appendix. Identified by grade level, the lesson plans relate directly to the resource materials presented. Each separate introduction details background information relative to the tribe(s) associated with the given school, including myths and legends. Although each lesson plan is identified in terms of grade level, it is suggested that the levels may be adapted if necessary. The lesson plans span K-12, as designated here. Numerous illustrations are also included. (JC)
Mearns, Martha Peck Porter, Alvina Treut Burrows, and Flora Arnstein developed creative writing programs during the progressive era; a comparison of an investigator-developed and a commercially published writing curriculum designed to increase elaborating skills; content area writing in Florida high schools; methods for teaching formal English writing; a multi-cultural approach to teaching college composition; and the effects of sentence combining practice for students in remedial college English classes. (GW)

ED141032 RC009477

Indian Culture Program. Poplar River School No. 050, Negginan, P.Q.

McKay, Rosemary; And Others

Poplar River School No. 050, Negginan (Ontario)

80p.; Not available in hard copy due to small print size of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

Developed by teachers at the Poplar River School Number 050 (Negginan, Ontario, Canada), this curriculum guide presents a cultural expansion program for: (1) kindergarten students (a unit on community study including such topics as: food, shelter, clothing, medicine, transportation and a unit on "other" Indian cultures "by way of legends"); (2) first grade students (22 lessons on clothing, housing, work habits, and schools); (3) second grade students (25 hours or 50 class periods encompassing legends; community workers, and "long ago"); (4) grades 5-6 and 7-8 (a comparative study to be undertaken simultaneously, involving 9 to 10 weeks of 3, 40-minute periods per each 6-day cycle and including units on Haida and Blackfoot geography, clothing, shelter, transportation, food, occupations, population, socio-political organization, history, and literature and a 65-item bibliography and a 10-item filmography); (5) grades 6-8 (a 9-lesson art unit on the Haida and Blackfoot, including a 21-item bibliography and a 9-item filmography); (6) the school's physical education program (7 local Indian games). The format of this guide is such that each unit includes educational objectives, lessons, a brief content description, activities, and a list of instructional materials. (JC)

ED129539# 95 RC009510

Native American Resource Book.

Spears, Carl D., Comp.; And Others

East Baton Rouge Parish School Board, La.

10 Mar 1976 530p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Available from: East Baton Rouge Parish School Board, 1055 South Foster Drive, Baton Rouge, Louisiana 70821 ($12.00 plus postage)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB77

Focusing on the Southeastern American Indian cultures, this Native American resource guide is designed for use in the elementary and secondary schools of the East Baton Rouge Parish and is a product of a 1975 Indian Advisory Committee composed of Indian parents, teachers, and staff members. Objectives of these materials require the Indian student, after a year, to be able to: demonstrate knowledge of his cultural heritage by comparing tribal differences/similarities through study of anthropology, economics, geography, history, and socio-political systems; describe the unique contributions of Louisiana and other Southeastern Indian cultures; list 80% of the problems/achievements discussed in class; demonstrate improved self-concept relative to peer group and others as measured by teacher-made pre- and post-tests; and discuss the Indian impact upon the State and the Nation via oral reports, role playing, and panel discussion. Including objectives, activities, evaluation procedures, maps, illustrations, etc., these units of study focus upon: Anthropology (archaeology; ceremonies, rituals, and dances; arts and crafts; games; literature; physical anthropology; linguistics; sign language; and pictography); Economics (decorative, utilitarian, and ceremonial arts; trade; and transportation); Sociology (political life; geography; and history, including past and present American Indian interactions). (JC)

ED141031 RC009976

Curriculum Aid to Indian Studies. Thornlea Secondary School; Thornhill, Ontario.

Thornlea Secondary School, Thornhill (Ontario).

32p.; Not available in hard copy due to marginal legibility of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIENOV77

The product of an Indian Studies program developed at Thornlea Secondary School in 1969 for grades 10-13, this curriculum aid includes the following: (1) Native Studies educational objectives (9 objectives including such specifics as "to demonstrate that Indians are not the 'cowboy and Indian' stereotype as perpetuated by many Hollywood movies and erroneous textbooks"); (2) major study units for Indian Studies (an outline under the headings of historical perspective and the Canadian Indian today which includes such topics as physical and cultural anthropology and the "reserve system" and "Indians in the city"); (3) Native Studies teaching approaches (chronological, seminars, audio visual, lectures and guest speakers, problematic, book reviews, documents, and field trips); (4) a selected Native Studies bibliography (73 annotated citations); (5) Indian periodicals and information sources (17 annotated citations); and (6) Native Studies audio visual guide (32 citations). (JC)

ED184801 RC011994
American Indian Perception of Trustworthiness in a Counseling Interview.
LaFromboise, Teresa; Dixon, David N.
Apr 1980 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S./ Nebraska
Journal Announcement: RIEAUG80
A counseling analogue study was designed to evaluate the effects of counselor ethnicity and counselor trustworthiness on American Indian student ratings of perceived counselor "trustworthiness." Forty-four American Indian high school students (22 males and 22 females) from a public high school on a reservation in Nebraska viewed a 2-segment videotape analogue of 2 counseling interviews in which an American Indian student discussed a problem about future educational plans. Four conditions were portrayed by two male interviewers (Indian and non-Indian) and typified trustworthy and untrustworthy interview performance. Subjects then rated the counselors' perceived levels of trustworthiness on the Counselor Effectiveness Rating Scale and the Counselor Rating Form. Results indicated that the role manipulation of trustworthy interview behaviors was successful and that the ethnicity of the counselor may not be important provided that the non-Indian counselor is trained to use culturally appropriate interview communicative and trustworthy behaviors. With this information counseling psychologists with training responsibilities should be better able to provide practice for students in training in identifying and enacting verbal and non-verbal behaviors indicative of counselor trustworthiness with American Indian clients. (Author/NEC)

ED191615 RC012201
Indian Control of Indian Education.
Manuel, George
1976 20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: Canada/ Manitoba
Journal Announcement: RIEJAN81
While the Federal Government of Canada has the legal responsibility for Indian education, only Indian people can develop a philosophy of education based on Indian values. A conflict of cultural values, which is imposed through education, causes many drop-outs and failures among young Indians. Indian children must be able to preserve their own values and live comfortably with their own people. A child's whole school experience should reinforce and contribute to the image he has of himself as an Indian. He must learn about his own community and be encouraged to identify positively with it. The National Indian Brotherhood's education policy emphasizes that parent participation and native teachers and counsellors are essential to the realization of these goals. An education authority on the reserve should be empowered to act for the band in all educational matters. The Federal Government must provide opportunities for Indian people to train as teachers and counsellors. National, provincial, and territorial Indian organizations must promote training programs and encourage young Indians to enter the professions. Indians of Quebec Association have a five year plan to train native teachers and linguists to implement curriculum changes when the bands are prepared for administrative take-over (transfer of administrative and financial control to Indians), and an Education Service has been organized to assist with problems. (CM)

EJ221767 EC122619
Preparing Teachers of American Indian Handicapped Children.
Ramirez, Bruce A.; Tippeconnic, John W., III
Teacher Education and Special Education, v2 n4 p27-33 Sum 1979
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Aspects discussed include federal responsibility in Indian education, the need for federal leadership and coordination, and the need for in service and preservice training. (Author/DLS)

EJ218328 RC503696
The Origin of Strawberries.
Weewish Tree, v7 n6 p14-15 Dec 1979
Language: English
Document Type: JOURNAL ARTICLE (080); CREATIVE WORK (030); HISTORICAL MATERIAL (060)
Strawberries were created by the Sun God as a temptation for a woman who had left her husband. As soon as she ate the berries she began to think of her husband and soon returned to him. (SB)

PART II BILINGUAL EDUCATION

I.Planning for Bilingual Education: Guidelines, Recommendations

ED174737 UD019684
Demystifying the Concept of Culture: Methodological Tools and Techniques, Monograph II. Bilingual Education Training Series.
Gibson, Margaret A.; Arvizu, Steven F.
California State Univ., Sacramento. Cross-Cultural Resource Center.
Nov 1978 67p.; For related documents see UD 019 683-688
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055); SERIAL (022)
Geographic Source: U.S./ California
Journal Announcement: RIEDEC79
This monograph describes techniques and methods which may be used by parents, teachers, and other educators who are working to make schools more responsive to students from different language and cultural backgrounds. Emphasis is placed on the techniques and methods used by anthropological fieldworkers to study culture and their usefulness in solving culturally based educational problems. A review of the basic techniques includes a discussion of: (1) their purposes and strengths; (2) the steps involved in using them; (3) the limitations of various techniques and some cautions about their use; and (4) suggested learning projects which can be used by educators to practice the techniques. The basic techniques covered include participation, observation, recording, interviewing, event analysis, life history, and written essays. Major phases in a research project and ethical issues which should be considered in such a project are also discussed. (ER)

ED185809 FL011057
A Manual for Community Representatives of the Title VI Lau Steering Committee.
Hernandez, Rafael; And Others
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Sep 1976 112p.
Available from: Institute for Cultural Pluralism, 5544 1/2 Hardy St., San Diego, CA 92182 ($2.59)
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIESEP80
This manual deals with the Lau Center's technical assistance approach for assisting school districts in their efforts to develop an educational master plan to meet compliance guidelines of Title VI of the 1964 Civil Rights Act as it pertains to limited or non-English-speaking students. The following areas are addressed: (1) impact of "Lau v. Nichols" decision on community/parent involvement in an educational master plan, (2) the direct effect of the decision on school districts, (3) minimal Lau remedies, (4) what school districts need to do to comply with the remedies, (5) Lau Centers, (6) the San Diego Lau Center's position on bilingual/bicultural education, (7) the technical assistance process of the San Diego Lau Center, (8) the purpose of Title VI Lau Steering Committee, (9) selection and responsibilities of steering committee members, and (10) community workshop case studies. The case studies are designed to aid in the development of a comprehensive educational master plan. The following areas are discussed: noncompliance, student language determination, curriculum development, staff development, counseling and guidance, community relations, and administrative reorganization. (SW)

ED139591 95 RC009927
Regional Interstate Planning Project Program... Bilingual/Multicultural Education Seminar Report (San Antonio, Texas, November 17, 18, 19, 1976).
Huber, Jake, Ed.; And Others
Nevada State Dept. of Education, Carson City.
17 Nov 1976 90p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT77
Sponsored by 10 State departments of education (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Oklahoma, Texas, Utah, and Wyoming), the Project participants met in San Antonio, Texas, on November 17-19, 1976 to discuss bilingual/multicultural education. Since Arizona, New Mexico, and Texas have had significant experience in this field and have moved forward in the development of policy and programs in the area of bilingual education, Project representatives from these states were asked to give presentations discussing the state-of-the-art of bilingual/multicultural education. Participants also visited the Institute of Texas Cultures and six local bilingual educational programs; listened to a group of junior high school students who shared their experience in crossing racial barriers; and listened to a discussion of a unique and challenging program developed for the Bay City (Texas) Independent School District. Presentations covered bilingual education and evaluation problems, the Bureau of Indian Education, the "Lau" issue, language assessment and a sociolinguistic alternative to the Lau remedies, and the present state of bilingual education. This report gives the presentations and a synopsis of the other activities. Also included are the participants' responses to an evaluation of the seminar. (NQ)

ED183025 FL011056
Overview of the LAU Center Technical Assistance Process and the Office for Civil Rights Task Force Remedies: Phase 1 Manual.
Mazon, M. Reyes
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
4 Mar 1976 73p.
Available from: Institute for Cultural Pluralism, 5441/2 Hardy Street, San Diego, CA 92182 ($2.34)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S./ California
Journal Announcement: RIEJUL80
This manual, first in a series dealing with the Lau Center technical assistance approach, is designed to assist school districts in their efforts to develop an educational master plan to meet Title VI (1964 Civil Rights Act) compliance guidelines. The manual summarizes the legislation, judicial decisions, and the Task Force Remedies which have given birth to bilingual education programs. The major portion of the guide describes the Lau General Assistance Centers, the function of which is to solidify coordination of bilingual programs throughout the country. Following this mandate, the following are provided here: (1) a definition of bilingual-bicultural education; (2) a method by which school districts can determine if a need for such a program exists in their jurisdiction; (3) suggestions for the kinds of programs and their emphases at the elementary and secondary levels; (4) a discussion of the CHCALT (Community, Home Cultural Awareness and Language Training) Model and its implications for teacher training; and (5) suggestions for the evaluation of such programs. (PMJ)

ED179105 FL010766
Educating Nevada's Limited-English-Speaking Students.
Nevada State Dept. of Education, Carson City.
Aug 1977 113p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (
Geographic Source: U.S./ Nevada
Journal Announcement: RIEAPR80
Government: State
This resource for program planning offers guidelines for providing Nevada's limited-English-speaking (Spanish-speaking and American Indian) students with equal access to quality education. The following chapters are included: (1) "Educating Limited-English-Speaking Students: The Record," (2) "State Board of Education Position on Bilingual-Bicultural Education," (3) "Federal Involvement in the Education of Limited-English-Speaking Students," (4) "Common Criteria for Instructional Program for Limited-English-Speaking Students," (5) "Bilingual-Bicultural Programs," (6) "English as a Second Language Programs," (7) "Identification and Needs Assessment," (8) "Assessment of School District's Capabilities," (9) "Parental and Community Involvement," (10) "Selection and Implementation of Instructional Programs," and (11) "Process and Product Evaluation." Several annotated bibliographies are included, and the following are appended: Text of Lau v. Nichols, Text of Lau Remedies, Language Dominance Tests, and Self-Instructional Course in Teaching English as a Second Language. (JB)

ED175280 FL010678
L'enseignement des langues et la realite canadienne (Language Teaching and the Canadian Context).
Savard, Jean-Guy, Ed.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
1978 72p.; Proceedings of the Symposium of the Canadian Association of Applied Linguistics (8th, Banff, British Columbia, May, 1977); "The Language Teacher as Representative of the Culture" by D.L. Petherbridge is not included because it appears elsewhere: See ED 150 841
EDRS Price - MF01/PC03 Plus Postage.
Language: French/ English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: Canada/ Quebec
Journal Announcement: RIEJAN80
These proceedings are the result of a recommendation of the Royal Commission on bilingualism and biculturalism in Canada that in second language education in Canada the emphasis should be on the Canadian milieu, not on the foreign language aspect of French and English. The following papers are presented here: (1) "Realite culturelle au Canada (Cultural Context in Canada)," by N. Kattan; (2) "Should Beginning Second Language Courses be Taught at University?" by G. Mills; (3) "La realite canadienne et le materiel didactique (The Canadian Context and Teaching Materials)," by C. Germain; (4) "L'enseignement des caracteristiques canadiennes de la langue francaise (Teaching Canadian Characteristics of the French Language)," by P. Calve; (5) "Adaptation du materiel didactique concu pour l'enseignement en langue maternelle a un ensaignement en langue seconde (The Adaptation for Second Language Instruction of Instructional Materials Intended for Native Language Instruction)," by L. Van Toch; (6) "La realite canadienne et le professeur de langue seconde (The Canadian Context and the Second Language Teacher)," by G. Bibeau; (7) "English as a Second Language: Canadian, British and American Models of Teacher Preparation," by P. Acheson; (8) "Les echanges et les stages d'etude en milieu unilingue (Exchanges and Study Sessions in a Monolingual Setting)," by A. Dagenais; and (9) La realite canadienne et perspectives d'avenir dans l'enseignement des langues secondes (The Canadian Context and Perspectives for the Future in the Teaching of Second Languages)," by J. Brazeau. (AMH)

II. Preservice and Inservice Education: Accreditation and Competencies

ED177845 FL007658
Studies in Bilingualism: Methods for Teaching Spanish-S.
Aid, Frances M.; Pino, Octavio
Florida International Univ., Miami.
1 May 7196. 17p.; Not available in paper copy due to broken type in original document ; Prepared by the Department of Modern Languages
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./ Florida
Journal Announcement: RIEMAR80
This course guide for a teacher education program takes a modular approach to the training of teachers for Spanish-S programs in bilingual elementary schools. Each of the four modules presents a number of tasks for the student to accomplish, and provides a list of resources to assist the student. The modules cover the following topics: (1) language acquisition theories (with emphasis on linguistic interference in second language learning), (2) audio-lingual methodology, (3) developing native language (i.e., Spanish) skills, and (4) measurement of linguistic competence. (JB)

ED172992 RC011443
Preparing Teachers for Bilingual Education: Basic Readings.
Ballesteros, Octavio A.
Feb 1979 219p.
Available from: University Press of America, 4710 Auth Place, S.E., Washington, D.C. 20023 ($9.00)
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIENOV79
Issues related to bilingual bicultural education of Mexican American students are discussed in this collection of 26 articles contributed by 12 authors. The anthology focuses on the Mexican American in the Southwest and is intended primarily, though not exclusively, for the reader who is unfamiliar with the Spanish language and culture. Selections provide information on basic concepts in bilingual education; historical, linguistic, psychological, and cultural perspectives; and teaching methodology. The selections include scholarly and informal essays, research, oral history, short stories, poetry, state-of-the-art reviews, and opinion papers. Topics include the causes and effects of poverty among Mexican Americans, definintion of and contrast between bilingualism and biculturalism, personal experiences in a monolingual first grade, the Mexican heritage of the Southwest, the need for applied linguistics in the education of bilingual teachers, the structure of the Chicano family, "machismo" and the implications of the terms "Chicano" and "Mexican American", the role of parents in student motivation; cultural understanding, integration of Mexican American heritage into U.S. history, cultural literacy, special Spanish for bilingual teachers, Mexican "dichos", and the "Little School of the 400". Each selection concludes with questions for discussion and a list of suggested readings. (JH)

ED154370 CS004106
Training in Identifying Oral Reading Departures from Text Which Can Be Explained As Spanish-English Phonological Differences.
Lamberg, Walter J.; And Others
Jan 1978 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (1st, Austin, Texas, January 26-28, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT78
Two studies were undertaken to investigate the effect of a tutoring practicum module. This module was designed to improve the performance of education undergraduates using the Informal Inventory (IRI) in making auditory discriminations during oral reading between departures from text that either could or could not be explained as phonological between Spanish and English. In the first study, 31 IRI-trained undergraduates in elementary reading instruction were divided into experimental and control groups with module-trained students in each. In the second study, 35 IRI-inexperienced undergraduate students in an introductory class in elementary reading methods were divided into experimental and control groups. A pretest-treatment-posttestdesign was used with control groups, and intergroup-intragroup mean scores of pretests and posttests were compared by t-test. Subjects with IRI and module training had a significant increase in correct responses and a nonsignificant decrease in incorrect responses; subjects without IRI training but with module experience had similar results. The control groups (one with and one without IRI training) had nonsignificant increases in both types of response. Results indicate the need for module training along with IRI prepartion and show the limited value of practice without instruction. (Data tables, sample exercises, and references are included.) (DF)

ED165934 RC011100

An Investigation of Bilingual Teacher Training and its Effect on Bilingual Bicultural Instruction.

Lira, Juan R.
10 Jan 1979 41p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Texas
Journal Announcement: RIEJUN79

To investigate bilingual teacher training and its effect on bilingual bicultural instruction, a review of the literature was undertaken and teacher training for a bilingual bicultural program in a Texas school district was analyzed through an interview with the program supervisor. The review focused on the academic achievement of language minority groups, success factors in bilingual education programs, bilingual teacher certification and competencies, correlations between teacher attitudes and bilingual education, bilingual education program rationales, inclusion of culture in instruction programs, and the University of Texas at Austin teacher preparation program, New York City Bilingual Teacher Intern Program, and six French bilingual projects in New England and Louisiana. Findings on the Texas school district bilingual program (intended to develop capability in English and Spanish) revealed: a real attempt to give teachers necessary training; inconsistency between philosophy and practice, e.g., student evaluation through standardized tests in English; that the supervisor had too many responsibilities but lacked input into essential program components; personal attitudes (influenced by salary and class size) affected the performance of those involved. Recommendations relate to the understanding of bilingual education goals, community involvement, curriculum, program assessment, and program financial support. (RS)

ED190328 RC012179

Elementary Bilingual/Bicultural Teacher Education Curriculum.

McCrossan, Linda V.
Northern Illinois Univ., De Kalb.
Apr 1980 124p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEDEC80

The Northern Illinois University (NIU) bilingual/bicultural program is incorporated into an established elementary education program and provides teacher candidates with an integration of extensive practical field experiences and theoretical course work. NIU offers three program options. The Baccalaureate in elementary education with a bilingual/bicultural emphasis provides dual certification and centers on over 250 hours of field work, including a semester in which the candidate serves as a Community or Educational intern under the auspices of selected community agencies or public schools. The 18-hour Post Baccalaureate Certification Program is designed to provide bilingual certification for and increase the competencies of teachers already functioning in bilingual classrooms. The Masters program is intended for those desiring both a Masters in elementary education and bilingual certification. Screening of program applicants includes a diagnostic language procedure. Extensive appendices to the program description include: faculty resumes; catalog descriptions of suggested courses; course recommendations for sample areas of concentration; a description of the NIU Learning Center and Bilingual/Bicultural Curriculum Center; admission requirements; and complete descriptions of the diagnostic language procedure and the field experiences. (SB)

ED168294# FL009304

The Development of a Rationale for a Program to Prepare Teachers for Spanish-Speaking Children in the Bilingual-Bicultural Elementary School.

Walsh, Marie Andre
1976 91p.
Available from: R & E Research Associates, Inc. 4843 Mission Street, San Francisco, California 94112 ($8.00)
Document Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)
Journal Announcement: RIEAUG79

This book sketches the educational history of Mexican Americans and describes bilingual education as one way they can draw on their heritage and teach in bilingual elementary schools. Chapters are devoted to: (1) the profile of depressed educational achievement of the Mexican American and its attendant circumstances; (2) the bilingual school as a possible solution to the problem; (3) identification of the special competencies needed by the teacher in the bilingual-bicultural elementary school; (4) statement of a rationale; (5) the nature of performance-based education and its implications for program design; (6) a response to the basic issues--the St. Edward's Program for the preparation of teachers for Spanish-speaking children in the bilingual-bicultural elementary school in Texas; and (7) conclusions and suggestions for further research. Tabular information, graphs, and a bibliography are included as is an appendix describing a bilingual teacher education conference at St. Edward's University. (EJS)

ED154636 FL009484

Minimal List of Competencies for Foreign Language Teachers. Suggested Guidelines for Foreign Language Teacher Preparation Programs (Revised Edition), 1977.

Hancock, Charles R.; And Others
New York State Association of Foreign Language Teachers.
Language Association Bulletin, v29 n4 p9-16 Mar 1978
Mar 1978 15p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: RIEOCT78

These guidelines were developed to assist teacher training institutions in setting up competency-based programs, as mandated by New York State law, for the training of foreign language teachers. The guidelines define basic competencies in the following areas: practical command of the language, language analysis, culture, the teaching-learning process, and

professional awareness. A total of twenty-six competencies are described. Tests and other procedures for assessment of these competencies are outlined; the assessment criteria for each competency are given, and assessors (persons responsible for assessing candidate growth) are specified. It is pointed out that the specific competencies listed are representative of the major competency areas; they are not presumed to be exhaustive. A working relationship between the staffs of the pertinent agencies -- secondary schools, college foreign language departments, and college departments of education must be developed so as to provide courses and experiences needed for mastery and assessment of the competencies required. The basis for certification should be teacher competence rather than total reliance on college courses. (AMH)

ED142049 FLO08709
State Certification Requirements for Teachers for Bilingual Education Programs, June 1976.
Waggoner, Dorothy
National Center for Education Statistics (DHEW), Washington, D.C.
1977 39p.
Report No.: NCES-77-239
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01725-3)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC77
As of June 1976, 11 states had adopted special requirements for teachers in bilingual education programs. This publication contains these requirements. The information was obtained as a small part of a survey of state education agencies undertaken in October 1975. The bilingual teacher certification requirements are given here, by state, for the 11 involved: Arizona, California, Delaware, Illinois, Indiana, Massachusetts, Michigan, New Jersey, New Mexico, Rhode Island and Texas. In addition, the bilingual/bicultural teacher education standards adopted by the National Association of State Directors of Teacher Education and Certification are appended. (CLK)

III. Bilingual Education Project Descriptions

A. General

EJ221812 FL513055
Filling the Elementary Curriculum with Languages: What Are the Effects?
DiPietro, Robert J.
Foreign Language Annals, v13 n2 p115-23 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Evaluates a bilingual/bicultural education pilot program in which native speakers of Vietnamese, Korean, Spanish, and English participated. Language classes were integrated within the overall curriculum. School attendance, motivation, language proficiency, and academic grades all improved. (PMJ)

Foreign Language Annals, v13 n2 p93-98 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
A bilingual/bicultural program using parents, paraprofessionals with specific language skills, and educators is described. The methods, culture, theory, and language components of a teacher education program to develop staff for program implementation are detailed. This model for a total program can be adapted to other school districts. (PMJ)

EJ221809 FL513052
A Cooperative Bilingual Effort in Michigan.
Giannetti, George; Hodes, Phyllis

ED141477 UD017124
Bilingual-Bicultural Program at C.S. 77, 1975-76.
Hennessey, James J.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1976 20p.; New York City Board of Education Function No. 20-63412. Not available in paper copy because of print quality of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIENOV77
This report presented the final evaluation of a Bilingual-Bicultural Program in a community school in the Bronx, grades one through six. The project was designed to increase the spoken English language comprehension of elementary school age children who were found to be below the 20th percentile on the Language Assessment Battery. Ten educational assistants worked closely with 168 target youngsters in activities that ranged from individualized instruction, to small group work, to testing, diagnosing, and prescribing interventions. The primary goal of these activities was to bring each participant to a higher level of competence in using and understanding English. The findings of the evaluation were that the major goal was not fully realized, in spite of very well coordinated, highly professional effort on the part of project staff members. Only 47.1 percent (short of the 65 percent goal) of the students participating in the project gained the expected 10 percentile ranks needed to satisfy the project objectives. The project was recommended for continuation, however, with some modifications. (Author/JM)

ED191253 EC130195
Bridging the Gap Between Bilingual and Special Education.
Landurand, Patricia; And Others
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Aug 1980 41p.; ERIC Exceptional Child Education Report Series, IAP No. 79-4.
Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.
Contract No.: 400-76-0119
Available from: ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts).
EDRS Price - MF01/PC02 Plus Postage.
Language: English

Document Type: CONFERENCE PROCEEDINGS (021); ERIC PRODUCT (071); PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Virginia
Journal Announcement: RIEJAN81

The report includes three papers on the exceptional bilingual child and summaries of 22 bilingual/bicultural special education federally funded training programs. The first paper "Bilingual Special Education Report" by P. Landurand describes Massachusetts' Bilingual Special Education Project (BISEP) which has cooperated with regional education centers in developing a clearinghouse, resource directory, and training workshops for school personnel. N. Dew and R. Perlman ("The Illinois Resource Center: A Model Program for the Provision of Support Services") describe the activities of a state resource center in the areas of inservice, publication and dissemination, and teacher training. In "Mainstreaming Inservice Project for Children of Limited English Speaking Ability," A. Schuhmann and M. Napoliello review a program at Kean College, New Jersey, for special education, bilingual education, and teachers of English as a second language. The 22 project descriptions concluding the paper provide a brief summary of each project as well as the name and address of a contact person. (CL)

ED171451 RC011362

Interim and Final Reports of the Bilingual Education Project in Yup'ik Eskimo, FY 75.

Pulu, Tupou L.
Oct 1975 105p.; Not available in hard copy due to print quality
Sponsoring Agency: Alaska State-Operated Schools, Anchorage.; Office of Bilingual Education (DHEW/OE), Washington, D.C.
Grant No.: OEG-0-70-3471
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Alaska
Journal Announcement: RIEOCT79

The Bilingual Education Project for the Yup'ik Eskimo was funded under Title VII (ESEA) and in fiscal year 1975 operated in seven Alaskan villages. Some 425 children in grades K-3 received bilingual instruction in the village schools of Aleknagik North Shore, Atmautluak, Bethel, Kongiganek, Manokotak, Toglak and Twin Hills. Materials were developed by the Yup'ik Eskimo Language Workshop and included materials for use in Yup'ik as a first or second language. At some schools such as Aleknagik N.S., English was the dominant language of most of the children and was used as the medium of instruction. Students in Kongiganek were taught all subjects in Yup'ik and English was taught as the second language. When taught as the second language, English instruction was carried out an hour a day in the first grade, two hours a day in the second, and three in the third. Tests given at the end of the year indicate the bilingual approach for monolingual Yup'ik children is more effective than a non-bilingual approach. It presents such extra advantages as the children gaining literacy skills in the Native tongue, beginning school in the home language, learning from a Native teacher who brings other relevant cultural traits to the learning situation, and being part of a program supported and esteemed by parents and the community. This document summarizes such activities as materials development, teacher training, meetings, test results, program objectives, and program evaluation. (DS)

ED137007 95 RC009785

Bilingual Education for Choctaws of Mississippi. Annual Evaluation Report, FY 75-76

York, Ken; Scott, J. Robert
Mississippi Band of Choctaw Indians, Philadelphia.
Sep 1976 216p.; For related document, see ED 118 345 ; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
Grant No.: OEG-0-75-7164
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77

Data for this 1975-76 annual evaluation report on the Bilingual Education for Choctaws of Mississippi (BECOM) project are drawn from the Evaluation Design for 1975-76 and from formal and informal assessments. The first chapter of this report provides an overview of the setting in which the BECOM program operates (located on the Mississippi Choctaw reservation, the project includes seven rural Choctaw communities and six Bureau of Indian Affairs operated community schools involved in an incremental K-3 bilingual program). The second chapter provides an outline of the goals and objectives of the program (basic instruction in the native language; instruction in English as a Second Language; positive self-concept building via cultural heritage; a cadre of bilingual teachers; inservice and preservice training for Anglo teachers; bilingual instructional materials; and parent, teacher, and school communicative processes). The third chapter is a detailed discussion of the accomplishments, failings, and resultant progress of the first year of the project. Individual components (materials development, classroom instruction, parent-community involvement, and training and project management) are discussed descriptively and inferentially. The fourth chapter details the interaction between BECOM and other educational programs on the reservation. (JC)

ED166931 FL009488
English as the Second Language in Quebec: A Teacher Profile.
Acheson, Palmer; And Others
1977 35p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (11th, Miami, Florida, 1977)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: Canada, Quebec
Journal Announcement: RIEJUL79
The Official Language Act of 1974 designates French as the official language of the Province of Quebec and contains provisions intended to enhance the status and power of the French language. It also provides for instruction in English as a Second Language (ESL). A poll recently conducted in Montreal revealed that sixty percent of parents whose children attend French schools are dissatisfied with the teaching of English as a second language. The study reported in this article examines the demographic characteristics, English language competence, professional training, and attitudes of a selected group of ESL teachers. The respondents were 112 elementary and secondary school teachers enrolled in two government-sponsored retraining programs. The teachers were found to be native speakers of French with a tenuous grasp of English and a doubtful knowledge of Anglo-Canadian culture. They display a low level of awareness of the socio-cultural implications of teaching English. The lack of representation of Anglophones allows little scope for breaking down the communication gap between Quebec's English and French populations. It is proposed that (1) teacher-training programs include the study of English literature and socio-psychological aspects of language acquisition, and (2) the responsibility for ESL be transferred to Anglophone teachers. (AMH)

B. Research and Evaluation Projects

ED185132 UD020135
An Evaluation of Title VII Bilingual/Bicultural Program, 1977-78 School Year, Final Report.
Ames, Judith S.; Bicks, Patricia
Community School District 22, Brooklyn, N.Y.
Jul 1978 35p.; Not available in paper copy due to reproduction quality of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S./ New York
Journal Announcement: RIEAUG80
This report is concerned with bilingual bicultural education programs in Spanish and Creole French, offered in District 22, Brooklyn, New York. Student selection, class structure, staff characteristics, and monitoring of student progress are described. Curriculum materials are listed for the following: (1) bilingual French classes in reading, math, science and social studies (grades 1-6); (2) bilingual Spanish classes in phonics, reading, science, social studies, language arts, culture and math (grades 1-9); (3) English as a Second Language classrooms (grades 1-9). Observations regarding classroom environment, student/teacher/ paraprofessional interactions, project director capability, and parent involvement are presented. Procedures by which student performance data were analyzed, as well as the results of questionnaires administered to teachers, paraprofessionals, and bilingual project staff members are discussed. Also described are relations between teachers and project staff. It is concluded that, in general, the bilingual bicultural program is excellent and that its personnel function well. Several recommendations are offered for improving staff relations, student selection, staff skill utilization, achievement evaluation, parent participation, and teacher involvement in program planning and evaluation. (GC)

ED182386 UD020136
Title VII Bilingual-Bicultural Program, Final Evaluation Report, 1977-1978.
Benedict, Annette
Community School District 23, Brooklyn, N.Y.
1978 31p.; Not available in paper copy due to reproduction quality of original document
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007604886
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S./ New York
Journal Announcement: RIEJUN80
After reviewing recent legal decisions on bilingual education, this report describes the goals and requirements of a bilingual program in a New York City community school district with a large number of Spanish speaking pupils, and the methods by which these goals were to be attained. The training and responsibilities of staff are discussed, with particular attention to the participation of bilingual teachers in inservice workshops. The program is evaluated and the extent to which its objectives were fulfilled is discussed. Areas evaluated include student growth in verbal and mathematical skills and cultural history, cross-cultural activities for students, parent-school rapport, and the development of a multi-media laboratory. Tables are included. (Author/WP)

ED166240 TM008244

Milwaukee Bilingual Education Program 1977-1978. (ESEA Title VII Bilingual Grant # G 007507202).

Bortin, Barbara H.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

1978 138p.; For related document, see ED 135 823 ; Page 139 is in Spanish

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Wisconsin

Journal Announcement: RIEJUN79

This evaluation report describes the outcomes of the third year of an ESEA Title VII continuation grant to refine an exemplary bilingual/bicultural kindergarten-primary prototype program and to develop three new secondary subjects: English for Latinos, Bilingual Typing, and Career Orientation. The 1,004 pupils in the 1976-77 program varied in language dominance from monolingual English through bilingualism to monolingual Spanish. For these pupils in a "developmental" model, bilingual teachers presented the regular curricula in both Spanish and English in a program emphasizing Hispanic culture. The bilingual/bicultural program and the evaluation design are described. Results are presented for kindergarten, English reading, Spanish reading, bilingual language skills, mathematics, secondary school programs, English for Latinos, and bilingual typing. Additional studies include attitudes toward school, a parent survey, a bilingual typing survey, a modified cloze test for Spanish reading comprehension, a census of limited-English-speaking pupils, and evaluation of a preservice workshop. (Author/CTM)

ED169181 UD019280

Bilingual Education Versus School Desegregation: Reconciling the Conflict.

Castellanos, Diego

.7199. 17p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); EVALUATIVE REPORT (142)

Geographic Source: U.S./ New Jersey

Journal Announcement: RIEAUG79

Three phenomena are examined in this paper: (1) the segregation inherent in the early stages of bilingual instruction; (2) the Hispanic view of school desegregation; (3) the treatment of Hispanic children by desegregating school systems. Court rulings, Federal guidelines, and other legal mandates concerning the segregation of national origin students are discussed. (Author/EB)

ED181118 UD020016

E.S.E.A. Title VII--Multilingual Programs (S.U.B.E., AVANTI, HABILE), Final Report, 1977-78.

Carin, Arthur A.

Community School District 32, Brooklyn, N.Y.

1978 89p.; Not available in paper copy due to reproduction quality of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S./ New York

Journal Announcement: RIEMAY80

This evaluation covers the Spanish, Italian, and Haitian bilingual components funded through Title VII in Brooklyn, New York's Community School District 32. The three programs discussed are: (1) S.U.B.E. (Success under Spanish Bilingual Education), for grades K-6; (2) AVANTI (an approach to Italian bilingual education), for grades 1-9; and (3) HABILE (Haitian Bilingual Education), comprising both Creole and French as well as English for grades 1-8. Each program is described in terms of objectives, implementation, staffing, student participation, staff development, parent involvement, school and community activities, and evaluation procedures. Student achievement data, in the form of pre/post program test scores in reading and mathematics, are presented. It is recommended that all three programs be continued, although criticism and suggestions for improvement are noted. Consultants' resumes, evaluation forms, and observation guides are appended to the report. (GC)

ED191963 UD020901

Final Evaluation Report for the 1978-1979 Title VII Bilingual Project, Public Schools of the District of Columbia, Washington.

Cultural and Humanistic Educational Systems and Services, Inc., Diamond Bar, Calif.

.7199. 84p.; Rating form may be marginally legible due to small, broken print.

Sponsoring Agency: District of Columbia Public Schools, Washington, D.C.

Grant No.: 047-AA-NS-0-9-GA

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S./ California

Journal Announcement: RIEJAN81

The Elementary and Secondary Education Act Title VII program instituted by the public schools of the District of Columbia serves approximately 1600 students in 14 elementary school sites and includes both Spanish/English and Chinese/English components. This evaluation report details the progress of Title VII bilingual education towards meeting program goals in the areas of instruction, staff development, and parent/community involvement. Included in the evaluation are procedures and lists of instruments used to collect data; an overall project evaluation plan; a description of the project, including its staffing; data from pre and post testing of a sample of project students; data from staff development activities; and data from parent community participation activities. The instructional component evaluation consists primarily of measures of skills development in reading, mathematics, language, and self concept (including multicultural awareness). Evaluation instruments are appended to the report. (GC)

ED142054 FL008714
Case Studies of Noteworthy Projects in Bilingual Education. A Study of State Programs in Bilingual Education, Supporting Volume II.
Development Associates, Inc., Washington, D.C.
Mar 1977 304p.; For related documents, see FL 008 713-716
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Contract No.: HEW-300-75-0353
EDRS Price - MF01/PC13 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC77

An important component of the Study of State Programs in Bilingual Education was the identification and documentation of noteworthy local projects in order to disseminate information about their programming, materials and methodologies. In order to determine which local programs would be documented, officials in the U.S. Office of Education regional offices, and in the 20 state education agencies to be visited, were asked to nominate those local projects which they considered to be noteworthy in one or more of 10 categories or criterion areas considered important in bilingual education. The OE regional officials and 20 state officials originally nominated a total of 98 local projects in the 20 states as noteworthy under one or more of the 10 criterion areas. Fifty of these 98 local bilingual education programs and projects were then selected to be visited for final intensive review, using the following priorities: (1) that, based on an initial review of available documentation, they do in fact demonstrate noteworthy involvement in one of the 10 criterion areas; (2) that they represent a spectrum in terms of their geographical location and the languages and cultural backgrounds of their participants, across criterion areas; and (3) that they demonstrate a desire to cooperate in the data collection effort. Of the 50 programs and projects visited, 15 were ultimately selected for inclusion in this volume of case studies of noteworthy programs. The 15 chosen are in Pennsylvania, Texas, Illinois, Massachusetts, Michigan, Colorado, New Jersey, Louisiana, Oregon and Washington. (Author/CFM)

ED172514 FL010059
Evaluation of a Ukrainian-English Bilingual Program, 1976-1977.
Ewanyshyn, Eugene
Apr 1978 317p.
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: Canada/ Alberta
Journal Announcement: RIENOV79

An evaluation study is presented of a primary grades Ukrainian-English bilingual program. The study focuses on three areas: (1) pupil academic achievement; (2) pupil cultural achievement; and (3) the perceptions of relevant groups concerning the bilingual program. One hundred forty-eight students in grades one, two, and three were matched with control groups on the following variables: grade, sex, age, primary mental ability score, and socio-economic status. The major findings indicated that student achievement in the bilingual program matched that of students in the regular program in English language arts and mathematics. Test results and perceptions of teachers and parents showed that students made significant progress in learning the Ukrainian language and understanding Ukrainian culture. Parents and teachers indicated that program objectives were generally appropriate and were being achieved to a large extent. Teachers expressed a need for further in-service training and for additional curricular and instructional materials. A majority of parents indicated that instruction in Ukrainian should continue beyond the primary level and that some subjects could be taught in that language. A discussion of the implications of the study and suggestions for further research concludes the study. (Author/AMH)

ED166961 FL010067
1977-78 Evaluation of the Title VII Bilingual Program Project Exito at the Ann Street Bilingual School of Hartford, Connecticut.
Hartford Public Schools, Conn.
Oct 1978 76p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S./ Connecticut
Journal Announcement: RIEJUL79
Evaluation results for Hartford, Connecticut's 1977-78 Title VII Bilingual Education Program at Ann Street School are presented. Student and staff accomplishments, a section on selected curricular activities, a restatement of the 1977-78 results in terms of the Title VII proposal objectives, and conclusions and recommendations for consideration of the bilingual school staff are presented. Information is provided on: (1) student accomplishments for grade levels kindergarten through grade six; (2) achievement compared to national norms and previous year results; (3) consecutive years results compared to national norms; (4) student attitudes toward school subjects; (5) student views of their school progress; (6) student aspirations beyond high school; (7) parent aspirations for their children and views about instruction and enrichment activities; (8) instructional time for English and Spanish language arts; and (9) student school attendance. Information on staff accomplishments concerns college credits earned by teachers; conferences and workshops attended by teachers; after school activities and community services of teachers; college and inservice credits earned by paraprofessionals; conferences and workshops attended by paraprofessionals; parent visits to classroom; and teacher visits to homes of students. The curricular activities described include the science curriculum project, the bilingual school science fair, and famous black Americans. Results and interpretations of five Title VII proposal objectives are presented, and sample student and parent questionnaires and supplementary materials are attached. (SW)

ED170256 SP014108
My School of Experience: Lessons Learned.
Hocking, Elton
10 Nov 1976 17p.; Paper prepared for the NIE Curriculum Development Task Force; not available in hard copy due to marginal legibility of original document; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S./ Indiana
Journal Announcement: RIESEP79
Programs for the teaching of foreign language to groups both in and out of the schools are examined for reasons why they were not successful. Emphasis is placed on faulty planning and insufficient funding. A proposal is made that the National Institute of Education undertake an investigation of present centers of bilingual and bicultural education for Latin-American children and their parents. It is suggested that following such an investigation, a few exemplary programs should be developed with the intention of establishing a long-range policy in language instruction and, in addition, providing long-range funds for these programs. (JD)

ED181117 UD020015
Bilingual Education at the Bilingual Center, 1977-1978: An Evaluation.
Mayher, John S.; Brause, Rita S.
New York City Board of Education, Brooklyn, N.Y.
Jul 1978 101p.; Table 24 (Second Grade Bilingual School Spanish Dominant Metropolitan Achievement Test Elementary Mean Grade Equivalents) is not included because of unavailability from institutional source
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110)
Geographic Source: U.S./ New York
Journal Announcement: RIEMAY80
Government: Local
This evaluation focuses on a project concerned with establishing bilingual/bicultural education for New York City children from homes in which English, French, Spanish, or Yiddish is spoken. The goals, strategies, target population, and staff, parent and student activities of the program, which involved pre-kindergarten through fifth grade students in public and private schools, are described. Evaluation methods used to measure student progress in language development and reading, cognitive and social development, mathematics, science, and culture studies are discussed. The measurement and achievement of adult objectives (such as interpersonal growth and professional development) by the teaching staff are also reviewed. The following student achievement data are presented: (1) end of year reading achievement for public and private school groups, grades K-5; (2) pre/post program reading performance, by language dominance (English, French, and Spanish only), grades 2-5; (3) French reading performance, grades K-4; (4) Spanish reading performance, grades 2-5; (5) concept development by language dominance, for public and private school groups, pre-kindergarten; (6) end of year mathematics achievement for public and private school groups, grades K-5; (7) pre/post program mathematics performance, by language dominance, grades 2-5. The all-around positive results of the program are hailed in the evaluation. (GC)

ED118585 64 TM005068

Milwaukee Bilingual/Bicultural Education Program 1974-1975.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

.7195. 35p.; Not available in hard copy due to light print of original document

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUN76

This report covers the 1974-1975 extension of the Elementary and Secondary Education Act (ESEA) Title VII Milwaukee Bilingual Education Program which began as a five-year project in September 1969. The program was initiated to develop a bilingual curriculum for schools with Spanish-American populations. Federal legislation, which supports the Milwaukee program, was designed to meet the special needs of children who have limited English proficiency and who come from environments where the dominant language is other than English. In order for Spanish-background children to become more broadly-educated adults, they must be afforded educational opportunities at least equal to those available to other children. Bilingual education was and is considered to be a basic and essential framework to provide these opportunities. The total bilingual program had three main components. They were an elementary program, a secondary school program, and inservice training for staff. This report describes each of these programs along with the specific objectives and the findings on which the evaluation was based. (Author/DEP)

ED151409 95 TM006920

Milwaukee ESEA Title VII Bilingual/Bicultural Education Program, 1976, 1977.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

1977 150p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUL78

Milwaukee, Wisconsin public school pupils in the 1976-1977 Elementary and Secondary Education Act (ESEA) Title VII Bilingual/Bicultural Education Program varied in language dominance from monolingual English to various degrees of bilingualism to monolingual Spanish. The program goals suggest that the 594 elementary pupils will pursue their studies with about equal ease in their first and second languages by the end of grade six, and the 212 secondary students will increase their communication skills in English and Spanish. In the developmental model, bilingual teachers present the regular curricula in both Spanish and English in a K-12 program which emphasizes Hispanic culture. The evaluation covers academic achievement in reading and mathematics; Spanish and English language skills; student, teacher, and parent attitudes; and, at the secondary level, career orientation and typing skills. The major end-of-year findings are cited, and the results of six related studies are given. In addition, recommendations for the 1977-1978 Bilingual/Bicultural Program are offered. (Author/MV)

ED131680 FL008111

The Alberta Modern Language Study. An Assessment of the Program in French as a Second Language.

Parker, Douglas V.

Alberta Univ., Edmonton. Faculty of Education.

Feb 1976 269p.

Sponsoring Agency: Alberta Dept. of Education, Edmonton.

EDRS Price - MF01/PC11 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAPR77

The purpose of this study was to evaluate French programs in Alberta. Evaluation teams visited schools in four jurisdictions; each school jurisdiction provided a representative sample of 50 non-Francophone students at each of the grades 6, 9, and 11, and a sample of 25 dropouts from the program in each of the grades 6 and 11. Tests and questionnaires were designed to determine: the attitude of students and teachers to existing French programs; the reaction of students to proposed activities in revised French programs; the attitude of parents and students to the study of French in general; and students' levels of performance in aural comprehension and oral French expression. Specifically, students were tested on aural comprehension, question-answering ability, task completion, descriptive ability, and question-asking ability. It was found that: (1) there is considerable support for learning French; (2) ability to use French effectively increases appreciably at each grade; (3) students do not think they will be sufficiently fluent by the end of grade 12; teachers tend to agree; (4) students at all grades are weakest in aural comprehension and question-asking skills; and (5) parents and elementary school students and teachers see cultural understanding as a major objective; secondary-level students do not. Five recommendations are made on the basis of this study. Statistical data is provided; and parent, student and teacher questionnaires are appended. (Author/CFM)

ED191295 FL011582

Evaluation of a Grade Six Late Immersion Program. ERIBC Reports.

Pfeiffer, Marie Genevieve

British Columbia Educational Research Council, Victoria.

1979 122p.

Report No.: ERIBC-78-50

Available from: Educational Research Institute of British Columbia, Suite 400, 515 West 10th Avenue, Vancouver, B.C. V5Z 4A8 ($10.50)

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: Canada/ British Columbia

Journal Announcement: RIEJAN81

A report is presented of an evaluation study that was set up to monitor the effects of a bilingual program on students' progress in all subject areas, its effects on student attitudes towards the French language and culture, and the

patterns of language usage in the bilingual classroom. The sample for the study consisted of three groups: a treatment group of two sixth grade bilingual classes, and two comparison groups comprised of sixth grade classes and a ninth grade class from a regular program. Standard tests and observation procedures were used to collect data. Analysis of the data indicated the following: (1) the treatment group performed as well as the comparison grade six class in subjects other than French, and better than both comparison groups in French; (2) the treatment group maintained more positive attitudes toward the French language and culture than the sixth grade comparison group; and (3) by the end of the year, the greatest percentage of French language used in the bilingual classroom was related to course content. (Author/AMH)

ED164730# UD019043

Bicultural-Bilingual Education for Latino Students: A Continuous Progress Model.

Reyes, Vinicio H.

1978 317p.

Available from: Arno Press Inc. 3 Park Avenue, New York, New York 10016 ($25.00)

Document Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Illinois

Journal Announcement: RIEMAY79

There are two purposes to this study: (1) to provide a rationale for bilingual education in Chicago based on history and the characteristics of the Spanish-speaking students; and (2) to propose an innovative model for a bilingual-bicultural program. American attempts at bilingual education in the public and non-public elementary schools from 1839-1917 are outlined. The historical backgrounds of Mexicans, Puerto Ricans, Cubans, and other Latin American groups are traced. Particular attention is given to the immigration and migration patterns of these groups and to the reasons for their coming to Chicago. Specific programs implemented to meet their educational needs are discussed. Factors affecting the learning process of ethnic group children, such as socioeconomic status, the identity crisis, low achievement, drop-out rate, and acculturation, are examined. Factors considered basic to a bilingual-bicultural education are used to outline a proposed model program. Suggestions offered deal with teacher training, resource materials, and curriculum development. Appended are descriptions of legislation affecting bilingual-bicultural education and a bibliography. (EB)

ED181124 UD020024

Final Evaluation Report, 1977-78, Title VII ESEA--Bilingual School Complex.

Sanchez, Lillian L.

Community School District 8, Bronx, N.Y.

1978 72p.; Not available in paper copy due to reproduction quality of original document; Pre and Post Test Data Report and principals' statements reviewing the evaluation have been deleted due to reproducibility factors

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Grant No.: G007503697

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S./ New York

Journal Announcement: RIEMAY80

This report evaluates the bilingual programs at six public schools in New York City whose basic goal was the development and maintenance of proficiency in two languages, Spanish and English, in a multicultural setting. The evaluation procedure entailed interviews with supervisors, teachers, and parents as well as testing, visits to classes, and examination of training and instructional materials. The report includes detailed observations of each of the six schools with special attention to the curriculum tools used in each locale. It concludes with an evaluation of the program and recommendations for its more effective implementation. Tables of pretest and posttest data are provided. (WP)

ED191971 UD020916

Evaluation Report for the District 19 Bilingual/Bicultural Elementary Program.

Zeichner, Harvey

Community School District 19, Brooklyn, N.Y.

.7199. 17p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S./ New York

Journal Announcement: RIEJAN81

The District 19 (Brooklyn, New York) Bilingual/Bicultural Elementary Program operated on the K-6 level in eight schools during the 1978-1979 school year. The broad goals of the program were to expand the number, scope, skills, services, and student-teacher interactions of the district's bilingual staff and to develop and administer a competent bilingual program. Program evaluation was accomplished through classroom observation; interviews with faculty, staff, principals, and students; and measures of student achievement in reading (Spanish and English) and math. Evaluation findings indicated that (1) teachers rated the program satisfactory to excellent, (2) teachers and educational assistants were highly rated, (3) classrooms were conducive to learning, (4) students were responsive to instruction and for the most part spoke in the language of instruction during instructional periods, and (5) pre and posttest student achievement data showed that instruction was successful. Recommendations for future planning were made. (MK)

IV. Classroom Applications; Instructional Materials

ED141018 RC009954
Poder es Saber. Workshop: Developing a Bilingual Curriculum (New Mexico Highlands University, Las Vegas, New Mexico, June 1977).
Bass de Martinez, Bernice
New Mexico Highlands Univ., Las Vegas.
Jun 1977 124p.; Lesson plans in Spanish
Sponsoring Agency: Southwest Bilingual Education Training Resource Center, Albuquerque, N. Mex.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV77
Bilingual teachers and program directors of northern New Mexico attended a workshop at New Mexico Highlands University to examine the curriculum designed to meet the needs of students within the bilingual bicultural setting. Participants were asked to redefine curriculum within the "workshop" setting. Consultants assisted the group in establishing a more complete overview of bilingual bicultural curriculum. Components of particular interest were reading and language arts, math, science, social science, and fine arts. Throughout the workshop participants were asked to assist in the development of activities for each area. This booklet is designed to disseminate the information gathered by the participants under the direction of the selected consultants. The booklet contains graded (K-7) lesson plans, written in Spanish, in the areas of reading, math, science, social science, and fine arts for use in the bilingual classroom. Thirty-five annotated sources, 30 additional sources, and 32 publishers' addresses are listed. (NQ)

ED168326 FL010160
Ronald McDonald Sagt: "Herzlich Willkommen in Deutschland "
Bumann, Bertha
American Council on the Teaching of Foreign Languages, New York, N.Y.
1976 20p.
Available from: American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($2.00; $1.50 each for 10 or more)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S./ New York
Journal Announcement: RIEAUG79
A self-instructional unit for first-year high school students of German is presented which is designed to familiarize the student with McDonald's in a German city and to increase appreciation of the similarities and differences between a McDonald's in America and one in Germany. Notes to the teacher outline specific objectives, student evaluation, and materials, and notes to the student provide facts about McDonald's in Germany and Europe that will be helpful in the study of the unit. Students will order a meal in German, converse with other students about the food, set up a miniature McDonald's in the classroom, convert money from DM to American dollars, and from American dollars to DM. Materials used in this exercise include order slips from McDonald's, German coins (actual or simulated) and advertising buttons, which can be used as rewards for successful completion of the unit. The unit contains many illustrations. (SW)

ED162778 95 RC010833
Intermediate SCDC Spanish Curricula Units. Social Science, Unit 1, Kits 1-4, Teacher's Guide.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
1977 196p.; Not available in hard copy due to sideways reading material; For related documents, see RC 010 829-838
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
Available from: Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 ($3.75)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: Spanish/ English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.
Journal Announcement: RIEAPR79
The unit's instructional and assessment activities focus on the community. Specific attention is given to four spiraling questions pertaining to the individual, his alternatives, his initiation of change, and the results of change. Focus, materials, and objective for each activity are in Spanish and English; teacher instructions are in Spanish only. Content sources are stories, field trips, role playing, interviews, newspapers, pictures, small group presentations, and the child's own experiences and observations. Activities deal with the concepts of interdependence, cooperation, values, societal control, tradition, causality, power, conflict, differences, cultural change and modification. The child is made aware of the different skills needed to perform certain jobs in the community; how money is spent within his own community; the significance of written and unwritten laws; the changes (i.e., customs, people's roles, and physical changes) occurring in a community within a period of 50 years; the different groups that exert power in the community; how to exert influence in these groups; the different methods existing to influence and bring about favorable changes for the community; the modifications a person has to make when moving to a community where a different culture exists; the necessary skills to bring about certain changes; and the important role which values play in people's lives. (NQ)

ED148166 FL009129
Raza de Tesoros. Programa de Lectura y Ensenanza del Lenguaje, Unidad B. Guia para el Maestro (Race of Treasures. Reading and Language Learning Program, Unit B. Teacher's Guide).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Edgewood Independent School District, San Antonio, Tex.
Aug 1976 89p.; In Spanish; For related documents, see FL 009 128-130.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721

($2.50)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY78

This is the teacher's guide accompanying a reader and a workbook that are part of an ungraded language arts and reading program that can be used in classes from upper elementary through high school. The program is designed around reading selections which present aspects of history, culture, and present-day experiences of special relevance to the Mexican-American student. The goals of the program are increased proficiency in Spanish and increased awareness of the language and culture. The teacher's guide contains instructional suggestions for each story, which involve the presentation of the story's theme, instructional objectives, materials to be used, preparing students for reading, directed reading (both silent and oral), exercises and activities, and evaluation. The guide also contains suggestions for games, as well as a glossary of grammatical terms and a list of the new vocabulary presented in the stories. (CLK)

ED161609 95 RC010891
SCDC Spanish Curricula Units. Spanish SL Strand, Unit 10, Grade 3, Teacher's Guide.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
1977 466p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 892
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
Available from: Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 282-4, $5.00; reader $0.25)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: Spanish/ English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.
Journal Announcement: RIEMAR79

Communities around the world is the theme of unit 10 of the Spanish as a Second Language Strand for grade three. Learning and assessment activities are designed to provide the English-dominant child with structures and vocabulary for effective communication in a bilingual environment. The language arts, math, and science activities help the student build concepts in his new language through formal and informal language experiences. The spiraling questions and activities deal with who the individual is--grammatical structure, future tense, review of preterit and imperfect, synonyms, comprehension and interpretation skills, decoding skills; what his alternatives are--present perfect tense, diary format, future tense, value placement and expanded notation of two and three digits, oral story reading; can the individual initiate change--verb form review, object pronouns, food chains, means of protection plants and animals have, derivatives (occupation words), dictionary skills, conflict solved through cooperation and interdependence, command form review; what the results of change are--structures and vocabulary review, addition review, subtraction of numbers up to three digits, pounds/kilograms, oral reading. Each kit contains vocabulary and assessment activities. A pupil's reader is also included. (RS)

ED168324 FL010158
Andere Lander, Andere Sitten
Kirchner, Martha
American Council on the Teaching of Foreign Languages, New York, N.Y.
1976 21p.; For related document, see FL 010 159
Available from: American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($1.00; $.75 each for 10 or more)
EDRS Price - MF01/PC01 Plus Postage.
Language: English/ German
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S./ New York
Journal Announcement: RIEAUG79

A self-instructional unit on eating habits and customs in Germany is presented for the high school student studying second-year German. Notes to the teacher outline general goals of the unit, specific objectives, additional activities, equipment, and student evaluation. The general goals are: to be able to eat a meal in Germany without offending or attracting undue attention and to develop an appreciation for customs that are different. Additional activities include (1) teaching a friend how to conduct oneself at a German meal; (2) making a list of German expressions needed to get through a meal successfully; (3) explaining American table manners to a German; and (4) suggesting possible reasons for the development of the table customs either in America or Germany. Student evaluation includes four self-quizzes, one of which is a cross-word puzzle. Illustrations are included in the unit. (SW)

ED162536 FL009945
Modern Languages for Everyone.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Aug 1978 57p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ New York
Journal Announcement: RIEAPR79
Government: State

This guide introduces a program of foreign language instruction intended for a wide variety of students with various interests and competencies. The program provides for a basic course, two strands (The State Diploma and the Local School Credit) and several options. During the basic course, a diagnosis is made of individual students' aptitudes and interests and recommendation is made regarding entry into the continuing strands and options. A program overview is given that includes a discussion of the benefits of language study, a description of goals, rationale for options, and implications for administrators, guidance and teaching staff. In the section on the courses themselves, the basic course and the State Diploma strand are described in detail. The overall objectives of the basic course are presented, as are observations on the content, instructional objectives and resources, evaluation of student progress in developing language skills, identification of personal factors that may affect potential success, reporting and recommendations for the awarding of credit. Four sequences are outlined in the State Diploma strand: the four-skill, listening-speaking, reading-writing and reading sequences. (AMH)

V. Bibliographies

ED169757 FL010184
Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
1978 383p.
Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.
Available from: University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106
EDRS Price - MF01/PC16 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ California
Journal Announcement: RIESEP79
Dissertation abstracts describing research on a wide variety of topics in bilingual education are presented. This publication is designed to provide background material for bilingual educators as well as practical procedures for bilingual teachers, administrators, counselors, and evaluators. The titles were acquired by using the two broad descriptors of bilingual and bicultural. The dissertations are presented under the following divisions: program management, assessment, language curriculum, and affective domain. The following topics are covered: scope, history, and legislation; development; bilingual program models; comparative studies (bilingual/monolingual); teacher education; investigations beyond North America; language proficiency; intelligence; acquisition and development; concept and development; language and culture; linguistics; sociolinguistics; reading and language arts; content fields; special education; career education; audio-visual media; self-concept; and attitudes toward bilingual education. (SW)

ED153496 FL009425
A Selected, Annotated Bibliography on Bilingual/ Bicultural Education. Bilingual/Bicultural Education Series, No. 2. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
1976 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIESEP78
This highly selective annotated bibliography is intended for the general K-12 classroom teacher who is unfamiliar with the purposes, methods and techniques of bilingual education. With the influx of Indochinese refugees into our nation's school systems, many teachers found that for the first time in their teaching careers, they had one or more non-English speaking children in their classrooms. In an attempt to help the refugee child adjust to the American environment, the teacher began to ask questions about native language instruction, English as a second language, necessary cultural components, etc. It is hoped that this bibliography will lead to some useful answers. The entries are divided into five sections: Information Sources, Anthologies, Bilingualism, General Aspects of Bilingual Education, Specific Bilingual Programs and Curriculum. (Author/AMH)

ED177869 FL010558
A Bilingual and Bicultural Annotated List of Print and Multimedia Resources for the Mexican American Child, Grades K - 6. Latino Resource Series, No. 1.
Duran, Daniel Flores; And Others
Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.
Mar 1977 20p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-305-76-0003
Available from: Equal Educational Opportunity Office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (free)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); SERIAL (022)
Geographic Source: U.S./ Wisconsin
Journal Announcement: RIEMAR80
Government: State
This annotated list of resources for the bilingual and bicultural education of Mexican American children in grades kindergarten through 6 covers the following areas: (1) print resources, including children's literature and historical and descriptive works for teacher and student use; (2) nonprint resources; and (3) professional resources, including bibliographies, sourcebooks, and newsletters. A list of corporate sources of materials is provided. (JB)

ED177868 FL010557
A Bilingual and Bicultural Annotated List of Print and Multimedia Resources for the Puerto Rican Child, Grades K - 6. Latino Resource Series, No. 2.
Duran, Daniel Flores; And Others
Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.
Jun 1977 24p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-305-76-0002
Available from: Equal Education Opportunity Office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (free)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); SERIAL (022)
Geographic Source: U.S./ Wisconsin
Journal Announcement: RIEMAR80
Government: State
This annotated list of resources for the bilingual and bicultural education of Puerto Rican children in grades kindergarten through 6 covers the following areas: (1) print resources, including children's literature and historical and descriptive works for teacher and student use; (2) nonprint resources; and (3) professional resources, including bibliographies, sourcebooks, and newsletters. A list of corporate sources of materials is provided. (JB)

ED177870 FL010559

A Bilingual and Bicultural Annotated List of Print and Multimedia Resources for the Mexican American Child, Grades 7 - 12. Latino Resource Series, No. 3.

Duran, Daniel Flores; And Others

Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.

Jun 1977 24p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-305-76-0002

Available from: Equal Educational Opportunity Office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (free)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131); SERIAL (022)

Geographic Source: U.S./ Wisconsin

Journal Announcement: RIEMAR80

Government: State

This annotated list of resources for the bilingual and bicultural education of Mexican American children in grades 7 through 12 covers the following areas: (1) print resources, including literary works, information analyses, and historical and descriptive works for teacher use both within and outside the classroom; (2) professional resources, including bibliographies, sourcebooks, and newsletters; and (3) nonprint resources. A list of corporate sources of materials is provided. (JB)

ED181466 CS205363

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1979 (Vol. 40 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

1979 21p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); BIBLIOGRAPHY (131)

Geographic Source: U.S./ Illinois

Journal Announcement: RIEJUN80

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. Among the topics covered in the 31 titles are the following: the oral English syntax of bilingual Indian children in Manitoba, Canada; linguistic style shifting in black English; oral language assessment by sentence repetition; environmental influences on patterns of communication in a black community; second language acquisition among Hispanic children in a bilingual program; language dominance and bilingual education; reading and dialect; dialect speaking children's use of contextual and graphic information in learning to read; oral English proficiency of Mexican-American migrant students; the acquisition of four black English morphological rules by black preschool children; Afro-American culture/cognition relations; techniques for teaching English to non-English speaking elementary school children; black American children's signing games; expressed reading preferences of Mexican-American children; the interpretation of verb tense in written passages by black English-speaking and standard-English-speaking children; black students' and white faculty members' perceptions of black students' classroom communication; oral language gains in a French-English bilingual education program; reading interests expressed by black adolescents in response to a biracial annotated fictitious titles survey; and reading miscues of Spanish-surnamed readers. (FL)

ED171510 RC011448

An Annotated Bibliography of Bilingual Education Materials.

New Mexico Univ., Albuquerque. Coll. of Education.

Mar 1979 83p.

Sponsoring Agency: Office of Bilingual Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S./ New Mexico

Journal Announcement: RIEOCT79

Items in the largely annotated, March 1979 bibliography are examples of American Indian resources housed at the American Indian Bilingual Education Center (AIBEC) Materials Bank and are included in the bibliography solely for their educational and historical value. The resources are appropriate for professional research and as supplementary classroom materials. The bibliography includes approximately 400 items organized by subject, source, or genre: (1) professional books; (2) guides to American Indian education; (3) audiovisual aids; (4) materials for the Native American Materials Development Center Navajo Bilingual-Bicultural Kindergarten Kit and Supplementary Navajo Teaching Materials; (5) Navajo readers; (6) resources for multicultural education, English as a second language, American Indian education, and values clarification; and (7) materials from the National Clearinghouse for Bilingual Education, ERIC, and the National Dissemination and Assessment Center. Most sections are organized alphabetically by title, and include item cost, publisher's address, and a brief description. Some citations also indicate appropriate grade level, language, and publication date. There is an extensive alphabetical list of publishers and distributors of American Indian materials. (SB)

ED141029# RC009974
Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography.
Trueba, Henry T., Comp.; And Others
1977 174p.
Available from: Stipes Publishing Co., 10 Chester Street, Champaign, Illinois 61820 ($5.00 post paid)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIENOV77
Citing 1,019 sources particularly relevant to Spanish speaking groups and readily available in most libraries, this bibliography is divided into 3 parts: index categories, topical index with authors, and complete references listed alphabetically. Although emphasis is on the Spanish speaking groups in the United States, studies on other linguistic groups with theoretical implications for all groups are included. The index categories consist of bibliographies, bilingualism, bilingual/bicultural education, language, education, and socio-cultural perspectives. The topical index categories represent the major disciplinary and theoretical concerns of scholars in the field of bilingual education, whose nature is still highly eclectic and interdisciplinary. Published between 1929 and 1976, the materials cover such topics as language acquisition, program development, sociocultural context of education, classroom dynamics, curriculum development, legislation, measurement of language and subject matter achievement, migrant education, reading, school and community relations, history, educational development, employment, English as a second language, teacher attitudes and expectations, teacher preparation, politics, code switching, cross cultural teaching, dropouts, educational change, educational opportunities, ethnic studies, first language teaching, higher education, school organization and policy, self concept, comparative linguistics, and psycholinguistics. (NQ)

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